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ABSTRACT

This hearing on responding to the needs of historically black colleges and universities was the first of a series aimed at learning about the issues these institutions face and the opportunities associated with historically black colleges and universities. The opening statement of Representative Peter Hoekstra is followed by these statements: (1) Representative J. C. Watts; (2) Henry Ponder, Chief Executive Office and President of the National Association for Equal Opportunity in Higher Education; (3) Ernest L. Holloway, President, Langston University; (4) Trudie Kibbe Reed, President, Philander Smith College; (5) Lawrence A. Davis, Jr., Chancellor, University of Arkansas at Pine Bluff; and (6) Joseph Simmons, Executive Vice President, Lincoln University. Appendixes contain the written statements of these witnesses. (SLD)

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RESPONDING TO THE NEEDS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN THE 21ST CENTURY

HEARING

BEFORE THE

SUBCOMMITTEE ON SELECT EDUCATION

OF THE

COMMITTEE ON EDUCATION AND THE WORKFORCE

HOUSE OF REPRESENTATIVES

ONE HUNDRED SEVENTH CONGRESS

FIRST SESSION

HEARING HELD IN OKLAHOMA CITY, OKLAHOMA, APRIL 23, 2001

Serial No. 107-13

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RESPONDING TO THE NEEDS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN THE 21ST CENTURY

Monday, April 23, 2001

U.S. House of Representatives,

Subcommittee on Select Education,

Committee on Education and the Workforce,

Field Hearing

Langston University, Langston, Oklahoma

The subcommittee met, pursuant to call, at 2:00 p.m., on the campus of Langston University, 4205 North Lincoln Boulevard, Oklahoma City, Oklahoma, the Honorable Peter Hoekstra [chairman of the subcommittee] presiding.

Present: Representatives Hoekstra, Watts, Istook, and Tiberi.

Staff Present: George Conant, Professional Staff; Michael Reynard, Deputy Press Secretary.

OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC

Chairman Hoekstra. Good afternoon. For those of you that have not been in a congressional Subcommittee hearing before, parts of this are a little bit more formal than what you think they might need to be. We just go through the process to make sure that everything is legitimate and everything gets formally entered into the public record.

One note, Congressman Tiberi from Ohio is in Oklahoma. He is at Langston University, but he's not at this Langston University, and so we expect that he is en route and will be here soon.

The formal part is, a quorum being present; the Subcommittee on Select Education will come to order. We're meeting today to hear testimony on the needs of historically black colleges and universities in the 21st century.

I'd like to thank Langston University for hosting the hearing today. We appreciate their hospitality, and we're pleased to be here. We're eager to hear from our witnesses, but before we begin I ask unanimous consent for the hearing record to remain open for 14 days to allow member statements and other extraneous material referenced during the hearing to be submitted in the official record.

Without objection, so ordered. I'll keep my opening statement brief. I think, for all the folks on the panel, they pretty much know why we're here and what we want to get accomplished. But, for those that are in the audience that maybe are not as familiar, over the last couple of years under the leadership of Congressman Watts we have tried to put a focus on the needs and opportunities associated with historically black colleges and universities.

We also outlined a strategy to get more information on the opportunities associated with historically black colleges and universities. What we would do is we travel to historically black colleges and universities to see and hear first hand about those issues. This is a first in what we expect will be a series of hearings around the country, where we begin the dialogue as to what needs to be accomplished, where we can go together, and so it's a beginning of a process.

It is what Congressman Watts committed at the summit a year ago. It is what Congressman Watts has asked me to partner with him through that process as chairman of the Select Subcommittee on Education, the Education and Workforce Committee. It's an assignment that I look forward to.

We are here today. We're here to listen. We're here to learn, and I will submit the rest of my statement for the record. Dr. Holloway, thank you for having us here. We're glad that we can begin this process, and with that I will yield to the gentleman from Oklahoma, Mr. Watts.

WRITTEN OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC – SEE APPENDIX A

OPENING STATEMENT OF REPRESENTATIVE J.C. WATTS, JR., U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC

Mr. Watts. Chairman, thank you very much. We are in this particular location, Frank Lucas's district. However, we are with constituents, when we speak of Langston University, they are constituents of Congressman Istook.

I am delighted to be with Congressman Istook today, am delighted that he could join us. Congressman Tiberi, if he were here, I would welcome him to the great State of Oklahoma. Chairman Hoekstra, we are delighted and I am particularly pleased with your partnership in this in trying to draw attention and, I think, raise the conscience level of not only members of Congress concerning the role that HBCUs play in American life, but

also raise the conscience level of the American people in general of the role that HBCUs play in American life.

Again, this hearing is the first in a series of hearings on minority-serving institutions, the unique role they play and provide in proposed education for our students, the resource requirements of these institutions, and ways in which the federal government can provide assistance to them.

Currently, there are about 118 of these institutions that meet the criteria, as laid out to be defined as an HBCU. While comprising I make this note for the record, because I find this to be quite interesting. While comprising only 3 percent of the nation's two and four-year institutions, HBCUs are responsible for producing 28 percent of all bachelors degrees, 15 percent of all masters degrees, and 17 percent of all first professional degrees earned by African-American students.

Of particular, the issues that I think we will get into today, hoping that we will, of particular importance to the HBC community are the programs funded under Title III, part B, of the Higher Education Act. These programs provide federal assistance to aid HBCUs in strengthening their institution and graduate and professional programs.

I would also like to add, Mr. Chairman, that between 1995 and 2000, we have increased support for strengthening HBCU's by 36.5 percent, and for historically black professional and graduate institutions by 58 percent; and for fiscal year 2001, we increase these amounts again.

For strengthening historically black colleges and universities, we increase funding from 169 million to 185 million, and for historically black graduate institutions we increase funding from 40 million to 45 million.

Let me repeat and ditto what the Chairman said. I appreciate, Dr. Holloway, you opening your doors to us today and allowing us to do this on the Oklahoma City campus of Langston University.

Dr. Ponder, welcome home. I know you've got some roots here. Dr. Kibbe Reed, thank you very much for joining us. Dr. Davis and Dr. Simmons, thank you all very much as well. I know that there are a thousand and one things that you all could be doing. We're delighted that you've come this afternoon to be with us, to help us learn, and we want to listen, and how we can help, how we can grow this partnership, and look forward to gathering your testimony.

Thank you very much.

Chairman Hoekstra. Congressman Istook.

OPENING STATEMENT OF REPRESENTATIVE ERNEST ISTOOK, JR., U.S.HOUSE OF REPRESENTATIVES, WASHINGTON, DC

Mr. Istook. Thank you, Chairman Hoekstra. Again, I wanted to thank President Holloway for allowing us to be here and Chairman Hoekstra for allowing us to participate in this hearing.

I'm aware, of course, that the last few years that Chairman Hoekstra has been chairing a different Subcommittee and has done very important work that some people didn't want to undertake, and now he has the challenge of doing additional important work.

I recognize that when we speak of the historically black colleges and universities it is an extremely unique circumstance, because, sad as it is, we know that for many years your institutions provided opportunity when others had their doors closed. When, doors began opening up all over, some thought, well, we don't need the historically black colleges and universities anymore.

They, who were there when they were most needed, when no one else provided opportunity and you would, a special bond and a special foundation was created during that time that I don't think it would be wise to abolish that.

Were anyone to say, well, there's other larger ones that grew large while you were struggling and therefore you are not going to be able to keep up, I think that would be a sad ending and I don't think it would be something that would be healthy for the nation, and certainly not for the institutions that provided opportunity in the most difficult of occasions.

Now, we know that sometimes that means it creates still challenges that are somewhat residual: Facilities, instruction, and the cost of instruction, seeking to build up endowment funds. I think that's why Chairman Hoekstra has recognized that as we're starting a new century, it is a good time to evaluate the special resource and see what we can best do to assist it in making sure that it continues to provide the opportunity.

Just as Mr. Watts mentioned the number of African-American graduates, are twice as strong as the percentage of those who attend the institutions. That says a great amount; and we want to make sure that opportunities are provided in this next century in a better way than it originally was at the start of the past century. Knowing that the President has asked us to take personal focus, I think it's well needed, and well deserved, on education at all of its stages, I think it's really timely to have this opportunity for input.

Chairman Hoekstra, I want to thank you for having these hearings out in the field, because I know you would not get the same input if the hearings were only held in Washington, D.C., and we didn't hear from, I guess we have, four different institutions represented today. I think that's a very healthy difference from how we too often do things in Washington.

Thanks for letting me be a part of this. Gentlemen and ladies, I commend the work that you're doing. President Holloway, I know it's always strange here, because the affection is so obvious when you are on the campus in Langston--in fact, you never talk about Langston there, it's always dear old Langston on those occasions--but I guess that can attach to wherever the facilities may be as well. Thank you, Chairman.

Chairman Hoekstra. All right. Thank you. The good news about today is that we're not going to have to talk about money all that much. I spoke to an organization in Washington a couple of weeks ago that was associated and under the Select Subcommittee's jurisdiction. I said, you know, it's kind of like you're in a bidding war. You've got the President, who says he's going to increase money this much, Republicans say it's going to be this much, Democrats say it's going to be that much, and so you are really kind of in the catbird's seat in terms of that everything has got a focus and says, hey, we recognize the work and recognize that the work and the effort has to be rewarded.

I haven't read the testimony, but if you bring up money, that's great. That's not a problem. I think it also says that we can have a genuine discussion about the policies that would ensure that the dollars are going to be spent most effectively.

I think as we have this dialogue over the coming months, it also allows us to think outside of the box. I know that Congressman Watts is very interested in how we can use your types of institutions to help foster entrepreneurship, small business development.

I'm very interested in how we can work with your institutions to ensure that every child that is coming out of the K through 12 systems is prepared to enter your institution or another institution of higher learning. You know, there are many other areas that we can work together on, and we can take and we can expand. There are many needs and there are lots of places that we can take this dialogue, so that's why I'm excited about this process.

I'm going to go through the short introduction of each of you. J.C. gave you a very brief introduction. I've got a lengthier one. We'll put that in for the official record, but let me just briefly, again, introduce the members of the panel.

Dr. Holloway, President of Langston University, thank you very much for being here. Dr. Henry Ponder. I think, Dr. Davis, you kind of looked at him when Ernest said four institutions. I guess NAFEO didn't count as an institution. It's not the new math. All right? We recognize there are five folks here, but Dr. Ponder is the CEO and President of the National Association for Equal Opportunity and Higher Education from Silver Spring, Maryland. Thank you for being here.

We have Dr. Reed, who is the President of Philander Smith College of Little Rock, Arkansas. Thank you for being here. Dr. Davis, who is the Chancellor of the University of Arkansas at Pine Bluff, thank you for being here. As well as Dr. Simmons, who is the Executive Vice President of Lincoln University of Jefferson City, Missouri, thank you for being here.

We're going to start with Dr. Holloway. We're going to move to my right. For those of you that don't know how these lights works--you guys have done this before, or you've been warned--but for those who don't, the Rules of the House typically give witnesses and Members of Congress five minutes to make their statements. Now, the green light means you've got plenty of time. The yellow light is set at, what, a minute?

Mr. Conant. At one minute.

Chairman Hoekstra. When the yellow light comes on you'll have a minute to finish. The red light means that you're out of time. I've always been known to have a weak gavel, so please feel comfortable to finish your statement where you think it's appropriate. With that, we'll begin with you, Dr. Holloway.

Dr. Holloway. Thank you, Mr. Chairman. I hope before you start the light, you know, the lights--I thought we were getting ready to play campus all star, where we go down and compete with one another. The mike is not on. Anyway, please allow me at this time to ask that, as host, I would like the Subcommittee to accept the testimony from our parent body, NAFEO, first, and then I will follow thereafter. Inasmuch as Dr. Ponder is a Langston University graduate, I feel comfortable in yielding this position to him.

Chairman Hoekstra. Dr. Ponder. Welcome.

STATEMENT OF DR. HENRY PONDER, CEO AND PRESIDENT, NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION, SILVERSPRING, MARYLAND

Dr. Ponder. Thank you, Mr. Holloway.

Mr. Chairman, distinguished Members of the Subcommittee, I am Henry Ponder, Chief Executive Officer and President of the National Association for Equal Opportunity in Higher Education. I want to commend you for convening this hearing and for allowing me to appear before you today as you have your first field hearing on responding to the needs of HBCUs in the 21st Century here at Langston University.

In the time that I have, I would like to provide some background on NAFEO and its member institutions, some of their strengths and their challenges, as well as some of the initiatives that we support and are looking to begin and continue the new millennium.

Let me begin by noting that at the time of Brown versus Topeka Board of Education and the end of the segregation in public schools, but not the end of racially exclusive, whites-only system of higher education in the south or nearly all-white systems of higher education in the north, HBCUs were producing more than 90 percent of all black baccalaureates and more than 90 percent of all blacks who went on to become doctors, lawyers and PhDs.

Now, HBCU's still enroll the largest concentration of both the well and ill-prepared African-American students, many of whom come from the most deeply flawed public schools and out of families that earn an average of two-thirds of what white college-going-students' families earn.

Enrollment and graduation rates of these institutions are the most sensitive to even the slightest shifts in state and federal policies affecting admissions to, enrollment in, and graduation from college. Therefore, for the last 40 years, HBCUs have served as a barometer that gives the earliest and most reliable indicators of whether new educational policies instituted by federal, state, or private sector policy makers will advance or retard the movement toward equality of educational opportunity.

Currently, there are a number of challenges that are germane to these institutions and the particular students that they serve. HBCUs are needed as much as ever in helping to close the college entrance gaps. According to the Department of Education's digest on education statistics of all major racial groups, African-American College enrollment is lowest in the country.

In 1995, only 51.4 percent of African-American high-school graduates enrolled in college. Comparatively, for whites, the figure was 62.6 percent, and for Hispanics 53.8 percent.

NAFEO is looking to increase the number of African-American students who excel at all levels of the educational continuum, from elementary and secondary schools to undergraduate colleges and graduate schools. In order for this to happen, there need to be financial, instructional, technical, and community support available to our African-American students every step of the way.

It is for this reason that for fiscal year 2002 we request funding for a number of programs that address these very concerns. In addition to issues related to the need for increased financial assistance, there is three target areas that will strengthen the HBCUs' ability to recruit, retain, and graduate the African-American manpower needed for the new millennium.

First, let me address student financial aid. An area that is of particular concern to NAFEO and its member institutions is financial aid. The majority of African-American families have incomes that are less than $25,000 a year. Thus, the students enrolled in HBCUs disproportionately rely on federal student financial aid programs.

Although there are significant increases in the last years' appropriation, NAFEO supports additional funding in the areas identified by the Student Aid Alliance, because students attending HBCUs rely so heavily on the federal Student Finance Assistance Program, NAFEO fully supports increased support by the Alliance for Pell Grants, SSIG, SEOG, TRIO, Work-study, and several other student aid programs.

Specifically, NAFEO joins the Student Aid Alliance in recommending that the maximum award for Pell Grants be increased by $600 to $4350. Funding for SEOG would be $791 million, representing an increase of $100 million above last year's level. Funding for work-study would be increased from $1.01 million provided last year to 1.05

million proposed for FY02; and an additional $150 million for TRIO would bring funding to $880 million.

Secondly I would like to address HBCU Collaborative Centers of Educational Excellence for Teacher Preparation. We have had an opportunity to look at the President's budget, and while there are modest increases in some areas regarding education, we are concerned about the tremendous amount of level funding and cuts in programs that are of critical importance to the student populations of NAFEO member institutions. Specifically, we are concerned with the $44 million cut requested in the Teacher Quality Enhancement Grants account.

There is a significant teacher shortage in this country, particularly a shortage in minority teachers. The Department of Education estimates that two million new teachers will be needed over the next ten years as student enrollments reach their highest levels ever and teacher retirements and attrition create large numbers of vacancies.

For these reasons, NAFEO member institutions seek the authorization and appropriate annual funding to support an establishment of at least 10 HBCU Collaborative Centers of Excellence in Teacher Preparation. The request is made pursuant to findings mentioned in the September 2000 report prepared by the Institute for Higher Education Policy entitled Educating the Emerging Majority, the Role of Minority Serving Colleges and Universities in Confronting America's Teacher Crisis.

We ask that the program be authorized on the part of Title II, Teacher Quality Section of the Elementary and Secondary Education Act or another appropriate section, and ultimately be funded by the labor HHS Education appropriations subcommittee. Alternatively, we ask that it be funded as a demonstration project in the Fund for the Improvement of Education Account of the FY02 Labor-HHS-Education appropriations bill.

Number three, the THRUST Initiative. Finally, NAFEO supports the establishment of an initiative that stimulates the competitive research and development capacity of HBCUs that provide doctoral degrees in science-related fields. The National Science Foundation should take the lead in establishing the program, ultimately working to expand the program to involve other relevant agencies.

Appropriate funds should be made available to implement the program with uses including, but not being limited to: start-up funding for new faculty, faculty exchanges and development, academic instruction in disciplines where African-Americans are underrepresented, instrumentation, supercomputing and science facility renovations, and supporting services for students in the graduate and doctoral pipeline. The ultimate objective of the effort would be to stimulate competitive research and systematic change across the HBCU community.

In addition to these recommendations, more comprehensive information on all of the NAFEO initiatives is included in my written testimony and the attached FY02 legislative briefing book, which is hereby incorporated by reference.

Specifically, we request additional funding for historic preservation, 1890 institutions, information technology, Title III, and undergraduate research.

This concludes my testimony, Mr. Chairman. I would be happy to answer questions, if you have any.

WRITTEN STATEMENT OF DR. HENRY PONDER, CEO AND PRESIDENT, NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION, SILVERSPRING, MARYLAND – SEE APPENDIX B

Chairman Hoekstra. Thank you. I think it is the first time we have had a witness say, "I'd rather have someone else go first."

I'd like to introduce our colleague, Mr. Tiberi from Ohio. As we indicated earlier, he made a field visit to your other campus before he came here.

Do you want to say anything?

Mr. Tiberi. No.

Chairman Hoekstra. Okay. Good. Dr. Holloway.

STATEMENT OF DR. ERNEST L. HOLLOWAY, PRESIDENT, LANGSTON UNIVERSITY, LANGSTON, OKLAHOMA

Dr. Holloway. Thank you, Mr. Chairman and the other Congressmen and my colleagues and President Ponder. First, I want to thank Congressman Watts for carrying forth this initiative, as was started a year ago.

Mr. Chairman, and other distinguished members of the subcommittee; I am Ernest L. Holloway, President of Langston University in Langston, Oklahoma, and Oklahoma City.

Mr. Tiberi. I learned the distinction.

Dr. Holloway. Mr. Chairman, I submit on behalf of the Langston University, as well as the Council of 1890 Land Grant Institutions and the National Association of State Universities and Land Grant Colleges, this written testimony is in support of many of the federal budgets that have been submitted by NAFEO, as well as the Council of 1890 as relate to our institutions.

First and proudly, let me tell you that Langston University was founded in Langston, Oklahoma, as a land-grant college through the Morrill Act of 1890. The State of Oklahoma House, and the Legislature, with House Bill 151, officially named it Langston University in 1941.

I would like for you to know that Langston University provides excellence in instruction leading to the associate degree, the baccalaureate degree, as well as the master's degree. We are currently in preparation of transcending from a baccalaureate degree program in physical therapy to that of the doctorate of physical therapy. We are transcending into that degree, because the baccalaureate degree will no longer be offered.

I would say to you as relates to Langston University, as we offer these programs, this, of course, assists us to achieve the mission and enhance the function of this Langston University. It helps us to build on our strengths of the university family as we move through the 21st Century.

Langston University has become an engaged university and will expand on innovative reciprocal productive relationships with business, industry, government, the private sector, international agencies, as well as other educational institutions. It will manage its resources prudently, and stay focused on its clear and certain future.

Historically, Langston University was established as the Colored Agricultural and Normal University. It offered its first post-secondary instruction course in 1898, being founded in 1897, but our first class was 1898. I would want you to know that during this period of time we continued to educate men and women with excellence.

Langston University provides opportunities for our students through five schools: Nursing and Health professions, Agriculture and Applied Sciences, Arts and Sciences, Business, and Education and the Behavioral Sciences.

Of course, the university has two now-branch-campuses, one here in Oklahoma City and the other one in Tulsa. Effective July 1 of this year, as a part of the State of Oklahoma's statewide plan for Langston University. Currently, we are in Tulsa as part of a consortium. Come July 1, we will become an extension or a branch campus.

The institution, I'm proud to say, has distinguished itself and found a niche as a land-grant institution. Our niche, of course, has been with the establishment of the university's E. (Kika) dela Garza Institute for Goat Research. This research institute was formed in 1984. I would want you to know that it continues to attract research scientists, agriculture specialists, and others on the state, national, and international levels.

I would say further that through our Center for International Development the university offers summer study abroad programs that further enlighten our students as they become students that study in such countries as South Africa, West Africa, Dominican Republic, Mexico, just to name a few.

As an HBCU affiliate, Langston University fully support the policy initiatives, direction, vision, and advocacy provided by the National Association for Equal Opportunity and Higher Education. We strongly support the presentation of Dr. Ponder as a member of that body.

In addition, I would want you to know that we are, of course, a public university, and a land-grant institution. You will find in my detailed document all of the identification of who we are, what we have done as a subset of institutions, as the 1890 land-grant institutions.

HBCU's continue to exert tremendous influence upon the lives of significant numbers of African-Americans and other ethnic minorities, as well as others within their geographical locations.

If we are serious about impacting some issues such as health status of all Americans and decreasing the health disparity between minority and majority population, we have requested specifically at Langston University that funding be directed toward some of the HBCUs to develop, implement, and evaluate wellness programs that transcend traditional boundaries.

The program that I am proposing includes institutionalizing wellness concepts and activities across the campus, including all of our faculty, staff and students. We believe that students would be empowered to impact their own generation, as well as generations not now pre-K through high school.

Working with our institution would provide service to a group that has been traditionally un-served. The opportunity of grassroots impact has tremendous potential for facilitating a systemic change at the level where people actually live their lives.

Specifically, we need help developing funds for buildings, materials, and other supplies. Also, historically, the evaluation components of our effort have been limited, in other words, kind of a moderate link. We probably will need assistance with that component, which could be included with the proposal development activities that you have heard reflected in Dr. Ponder's report.

At the federal appropriation level, Langston University supports, as I have indicated, all of the recommendations that came forth by NAFEO, and in addition to that I would like to add a few and focus on a few other programs that's before Congress.

The HBCU Telecommunications Project also has our support. We support the efforts of Senator Max Cleveland and Representative Towns to provide an initial $250 million to support a minority serving institutions telecommunications initiative.

We also support the historical preservation project.

We also support the HBCU Research University Science and Technology Initiative called THRUST. Of course, NAFEO has requested $10 million to fund this particular program through the National Science Foundation.

The HBCU Collaborative Centers of Educational Excellence also has our support. This is so important, but we would want you really to pay real attention to the area of teacher preparation. There's a lot of need and a lot of opportunity for us to become engaged with our pre-K through high school. We think that we can help, we can focus, we can prepare people to serve, teachers that can go into the classroom with motivation

and excitement.

This, of course, is some of the highlights of the things I've included in my document, but you will find a further detailed extraction of this in the document. It's my pleasure to present the highlights of my formal presentation to you and appreciate your coming.

Chairman Hoekstra. Thank you.

WRITTEN STATEMENT OF DR. ERNEST L. HOLLOWAY, PRESIDENT, LANGSTON UNIVERSITY, LANGSTON, OKLAHOMA – SEE APPENDIX C

Chairman Hoekstra. Dr. Reed.

STATEMENT OF DR. TRUDIE KIBBE REED, PRESIDENT, PHILANDER SMITH COLLEGE, LITTLE ROCK, ARKANSAS

Dr. Reed. Mr. Chairman and members of the committee it is my privilege as president of the Philander Smith College to represent the small historically black colleges and universities, HBCUs, and to give testimony to this committee. On behalf of our trustees, faculty, staff and students of the Philander Smith College, I bring you greetings and appreciation for the honor of testifying today about the opportunities and challenges of our colleges in this new century.

This is a most critical time in the history of HBCUs. We believe it is important for you to hear our story, for our issues are not uniquely ours but concern the entire society, for we play a critical, crucial role in serving the common good as we build the character of young people not reached by other institutions and we develop them into global leaders and productive citizens of this great nation.

Although Americans are attending college in record numbers, the enrollment of black, Hispanic and other low income students from all ethnic backgrounds continues to lag behind that of white and affluent Americans.

Census Bureau statistics indicate that only 26 percent of students age 18 to 24 from families with incomes below $25,000 enroll in college. This is in contrast to the 65 percent of students from families with incomes greater than $75,000.

I will speak to you specifically about my institution, but please note that what I say will have major implications for our other small, private liberal arts colleges with very low endowments and limited resources that are challenging us to continue providing quality education to generations of learners.

For over 124 years, Philander Smith College has produced a significant portion of African-American teachers in the State of Arkansas. Our collegiate choir has become world famous for its excellence, having performed also at the White House.

Over 90 percent of our science students who apply are accepted into medical school. In spite of this outstanding record, we face a persistent challenge. The National Science Foundation has repeatedly denied funding to our college and to many other HBCU peer institutions.

The majority of National Science Foundation funds are sent to large research universities, leaving institutions like ours, the small, private liberal arts college, with greater obstacles in bringing educational equity to all citizens.

We are very proud of our students, of who they are and what they do for our society. Despite the liabilities with which they enter our doors, by the time they graduate prestigious universities in graduate and professional programs have accepted all these same students.

Given our strong record of medical school admissions, in April 2000 the college received word of an $8 million grant to build a new state-of-the-art science and health mission center. We want to address the international need of qualified health care personnel. Such a project is critical to the issues regarding health care for African-American, low income, and rural communities.

The persistent failure of NSF to fund our science programs has not been our only disappointment in federal funding. Though Philander Smith College was the first program to inaugurate a minor in black family studies, funding for our Brother-to-Brother program, a highly successful program for young boys at risk, was in fact used as a national model. It was discontinued last year with less than 30 days notice.

The abrupt actions of the Department of Health and Human Services have had negative impacts on several key programs serving populations very much in need of assistance.

My question to you: Does it not cost American taxpayers more to incarcerate than to educate? Over the course of its history, Philander Smith College has committed itself to opening doors to those excluded from advantage. Our institution continues to do so through an open admissions policy that permits any student to succeed based on determination, commitment, and evidence of academic potential.

As a charter member of the United Negro College Fund, Philander Smith College was a premier liberal arts college through the end of the 1960s, when the desegregation movement began to tap many bright students for the integration of predominantly white institutions. The development challenged HBCUs to continue our mission in new historic circumstances.

Our efforts have clearly bore fruit, as we have educated premier African-American lawyers, educators, doctors, and leaders, despite our very low endowment and faculty salaries, as well as inadequate housing for our students.

In a state with the highest percentage of impoverished persons, we serve a disenfranchised, economically challenged clientele. Since our students can afford only to pay so much of their fees in tuition, we must keep our fee schedule below that of our peer

institutions.

The current average tuition for all colleges and universities is $7093. At Philander Smith College, we charge only $3624. Consequently, we have an annual budget that is half that of other schools our size. Our small budget produces unpleasant results. We are greatly understaffed in many operational areas. Our faculty and staff are seriously underpaid, and we are often faced with maintenance backlogs.

These budgetary consequences negatively impact our important mission, to bring disenfranchised students into the mainstream, where they can contribute to the common good of a democratic society.

Thus, our success story unfolds beside another story of unmet needs. Perhaps the primary challenge confronting small HBCUs is the struggle to find adequate resources for technology and hiring skilled technicians. We are hard pressed to conquer the digital divided with regard to race.

Because it recognizes the centrality of technology to education, Philander Smith College has been appreciative of a grant from UNCF over $1 million. Last year the college received $7.8 million from the Donald W. Reynolds Foundation to build a state-of-the-art library and technology center. As an HBCU we are very appreciative of your support in Title IIIB and we urge Congress to continue increases for such programs.

Moreover, we ask that Title III, part C, that was discontinued in 1995 be reinstated and that the requirement for the matching funds for the restoration of historic buildings on the national register be removed.

We appreciate the increases in the Pell Grant. However, due to the current limits and caps on the loans, the direct loans to freshmen students, these freshmen students and sophomore students are not able to fully cover tuition, fees, books, and dormitory expenses, even if they receive the maximum Pell Grants and Work-study.

Most of the students we serve at Philander Smith College have zero dollars from family contributions. They drop out after the first or second year because they owe us money and cannot return. The President's fiscal year 2002 budget for the Pell Grants will be an increase of only $100.

We appreciate all of the support you have given. I ask you to refer to my written testimony for additional recommendations. The President of NAFEO has already recited many of those. I would like to say again how much we appreciate all of your support, Mr. Chairman and members of the committee, for your time and consideration. Thank you very much.

STATEMENT OF DR. TRUDIE KIBBE REED, PRESIDENT, PHILANDER SMITH COLLEGE, LITTLE ROCK, ARKANSAS – SEE APPENDIX D

Chairman Hoekstra. Thank you.

Chairman Hoekstra. Dr. Davis.

STATEMENT OF DR. LAWRENCE A. DAVIS, JR., CHANCELLOR, UNIVERSITY OF ARKANSAS AT PINE BLUFF, PINE BLUFF, ARKANSAS

Dr. Davis. Good afternoon, Mr. Chairman, members of the subcommittee, Dr. Ponder and my colleagues and all others present. I'm certainly honored to have an opportunity to appear before you on this occasion and to represent the university where I have served now for a number of years.

This nation has a very serious challenge, and the HBCU institutions are part of the solution. And I, too, support all of the NAFEO initiative. We serve under that umbrella also.

I might remind you that when I was a youngster, I think about the time I was coming through high school, we had a national challenge. We woke up one morning and Sputnik was orbiting the earth; and, all of a sudden, we found the resolve and also the resources to put forth a great effort to remediate and alleviate the challenge that we had in terms of scientists and engineers.

I'll tell you today that in terms of African-Americans in this country that we have a challenge that is equally as serious and there's something that should be done. If any other group of people were being incarcerated at the rate that we are, they would already have a national effort to resolve it.

But I happen to be serving at the second oldest state institution in Arkansas. We're second only to the University of Arkansas at Fayetteville, which initially was known as Arkansas Industrial University. We have been providing educational opportunities and upward social mobility for people for 128 years.

Yesterday, we had our Founder's Day program. The speaker on that occasion was one of our graduates, the Congressman from Illinois, Danny Kay Davis, who came from Parkdale. Had it not been for our institution, he probably still would be in Parkdale.

I can't in five minutes, nor in five days, capture the essence of the University of Arkansas at Pine Bluff, formerly A.M.& N. College, formerly Branch Normal College. Each one of those name changes represents a change in the social climate of this nation.

We became Branch Normal because there was a need to educate the descendants and also the newly freed slaves, and then the normal meant that we were to provide teachers. The statute that created our institution specified that we be located south and east of Pulaski County. That's in the delta of Arkansas, where many of the African-Americans were concentrated. There was no mention of race, but it was somewhat understood.

Then, in 1928 or so, we became A.M.&N. College. The significance of that is that through the period of 1890 to 1928 is when all the segregation laws were passed. Before that, we didn't have them. At that time we became a separate institution with a land-grant mission, making us the second land-grant institution in Arkansas, with University at Fayetteville being the very first.

Then, in the sixties, we had a social revolution, so in 1972 the state dragged us, kicking and screaming, back into the UA system, and we became the University of Arkansas at Pine Bluff with an evolved historical mission which indicated that we yet had a commitment to our traditional clientele, but also an evolving mission which indicated that we were supposed to provide services to a broader population. If you'll look at this document, I brought some things for you, look on the back of it, you'll see that and you might read it in your leisure.

Now, over these years, our contribution to the human capital of this nation is phenomenal. We were beginning to make some inroads, not only in terms of producing African-American professionals, but also others, until Arkansas embarked on the creation of a system of two-year institutions. Within three years, our minority population went from about almost 15, 16 percent, to about 10 percent

Now, I don't have time to do all of this, so I brought plenty of documentation. This document right here is my written testimony. I want you, with me, though, to go very quickly to appendix one, which is in the very back, I think. And what we were doing at the time, we were trying to help the people in our city understand the contribution not only that we had made but also that we were making. And so you see on the first page there, "The University of Arkansas at Pine Bluff salutes the diversity of its graduates who provide leadership and service at Pine Bluff and Jefferson County".

We're talking about half the city council, much of the court, of course, judges and so on. Turn to the next page we're talking about specifically those that are serving who are in the legal profession. The next page has to do with those in the medical professions.

Turn to the next page. You'll see five people there. These are the five graduates of our nursing program that are heading up all of the major nursing programs in our area, University of Arkansas at Monticello, University of Arkansas at Pine Bluff, Director of Nursing at Jefferson Regional Hospital, Director of the Public Program at the hospital, and also the two-year program in nursing that is at the two-year institution that is three miles from our campus.

If you continue and you turn over, you see the group of people that come back every year by our Youth Motivational Tasks Force, out there serving all over the country. We have just documented some of the people. You look here and these are the educators in our areas, either superintendents or principals, right in the five or six school districts within our 10 or 15-mile radius.

Now, if you will, go to Appendix II. Frequently I have heard people say, why do we need these institutions now? Well, we probably need them more than we did in earlier years, primarily because even though some of the institutions are contributing the

cream of the crop, they are not producing the butter; and this record here tells you that.

Over the last three years, we have had, from state institutions, of which there they attend four years, they are graduating approximately 825 or 30 African-Americans. Of those, every year, approximately 300 and something come from the University of Arkansas at Pine Bluff.

In addition to that, if you look at the particular disciplines that are aligned there, you will understand that if we were not graduating people in nursing and art and in some of those disciplines that there wouldn't be any from the state institutions.

I made a comment earlier that it takes people some time to understand what we are saying. Also, if you turn over another page, this is one of our art majors who just recently, out of 9000, is one of the three who has the winning design for the design of the Arkansas quarter.

We continue to produce leadership in this area, and so that's why it is so important that we be supported and empowered to do even more. I said this to my colleague a few minutes ago: The University of Arkansas at Pine Bluff has produced many PhDs in mathematics, has awarded as many as all other institutions in the State of Arkansas combined. Since we don't even have any doctoral programs that speak loudly.

Now we might move just a little bit more. Also in your possession you have a document that speaks to our annual report, but I don't have time on this occasion to go through and talk about what we do and all the partnerships that we have. But, in the very last appendix, we have over a hundred partnerships with school officials, with government agencies. We are a very critical part of our community.

Then we have this document. We are an economic generator for our region. We contributed over $50 million to the economy of Arkansas last year, as an example. If you look through there, you'll see what we are involved in.

Now, we could do more. We could do more. But to do more, we'd have to be empowered to do more. You have to understand that we suffer from a common malady that many of our institutions have old buildings. They weren't much in the beginning, Congressman Watts, and that's the reason that we have moved into the phase one of the renovation of our campus that we have had to demolish so many buildings, because they weren't much in the first place.

Just like what was done in the case of high school. When I was in high school, they said all those schools were separate but equal. But, then when they integrated the schools, they began to demolish all of those schools that were said to be equal to those that they kept.

Finally, what we really have to have from Congress, and we appreciate what you are doing; if it were not for Title III, I don't know what my institution would be like. As a result of Title III, I'm standing here today, because they helped me go back to school, supported me to get my doctorate. We've sent others, developed a number of things on

our campus that contribute to the growth and progress of our university.

So, what I'm saying is, as I close, we're trying at our university to develop a no excuse university, and what we mean by that is that we will compete, without compromise, with anyone if we simply have the resources that we need to do that.

The days that we could go out and get jobs or do things like George Washington Carver and compete are over. You have to have real equipment and resources in order to be in today's society. We promise, you know, quality education with a personal touch. When I say that, I always remind people, you need to define quality very well. John Deere is not Rolls Royce, but they are both quality vehicles.

Chairman Hoekstra. Thank you.

WRITTEN STATEMENT OF DR. LAWRENCE A. DAVIS, JR., CHANCELLOR, UNIVERSITY OF ARKANSAS AT PINE BLUFF, PINE BLUFF, ARKANSAS – SEE APPENDIX E

Chairman Hoekstra. Dr. Simmons.

STATEMENT OF DR. JOSEPH SIMMONS, EXECUTIVE VICE PRESIDENT, LINCOLN UNIVERSITY, JEFFERSON CITY, MISSOURI

Dr. Simmons. Mr. Chairman, members of the subcommittee, colleagues, ladies and gentlemen. It is an honor and a pleasure that I offer this testimony regarding responding to the needs of the historically black colleges and universities in the 21st Century. I am Joe L. Simmons, the Executive Vice President of Lincoln University in Jefferson City, Missouri.

First of all, I would like to ditto all that my colleagues have said, and more specifically I would like to tell you some things about Lincoln University and how and why all the Lincoln Universities of the country should be supported.

Lincoln University is an 1890 land-grant comprehensive institution that is part of the Missouri State System of Higher Education, founded in 1866 through the cooperative efforts of the enlisted men and officers of the 62nd and 65th Colored Infantries.

Lincoln University was designed to meet the education and social needs of the freed African-Americans. While remaining committed to this purpose, the University has expanded its historical mission to embrace the needs of a significantly broader population reflecting varied social, economic, educational, and cultural backgrounds. This is the unique purpose that Lincoln University fulfills in higher education.

The core mission of Lincoln University is to provide excellent educational opportunities for a diverse student population in the context of an open enrollment institution. The University provides student-centered learning in a nurturing environment,

integrating teaching, research, and service.

Lincoln University offers relevant, high quality undergraduate and select graduate programs that prepare students for careers and lifelong learning. These programs are grounded in the liberal arts and sciences with a focus on public service professions that meet the academic and professional needs of its historical and statewide student clientele.

The HBCUs offered no apologies at all for being HBCUs. I attended two HBCUs, Johnson C. Smith University in Charlotte, North Carolina, and Hampton University in Hampton, Virginia; and I feel that I have firsthand knowledge and experience that will allow me to address the importance and the value of HBCUs.

HBCUs have taken students where they found them academically, socially, and economically and educated them. They are now productive citizens. They have demonstrated their caring for students in a nurturing environment and they have always had high expectations and demanded the same.

HBCUs have personally exposed me to some of the most intellectual stimulating professors in the country, who also happen to have been African-American.

In addition to having received two degrees from HBCUs, I have worked for more than 32 years at an HBCU, that is Lincoln University. With an enrollment of 3,347 students and approximately 35,000 credit hours generated, Lincoln University in Jefferson City serves a very diverse student population. The African-American population is approximately 33.5 percent and the Non-African-American population is approximately 66.5 percent.

As an open enrollment institution, Lincoln University attracts students with ACT scores sometimes in the low double digits to the upper 20s. The average ACT score is 18. Of the above number, 2743 students are from Missouri and 160 students are international. The largest representations are from Tanzania, Malawi, and Jamaica. The students in Missouri come from inner cities, such as St. Louis, Kansas City, and rural Missouri.

Lincoln University, once known as the Harvard of the Midwest, was featured in a 1954 edition of Ebony Magazine as the institution that is too good to die, and that legacy continues. It is the institution that is too good to die.

Lincoln continues to provide high-quality programs with outstanding faculty and staff. Lincoln continues to graduate a substantial number of first generation African-American students. Of the 451 associate, baccalaureate, and graduate degrees awarded in 1999 and 2000 academic year, 409 were awarded to African-Americans.

While that number may seem low, that represents the number of students who needed a chance to be successful. That is what Lincoln University and other HBCUs have done successfully for years. They have served and educated many individuals who were not admitted elsewhere. Many of these graduates are now some of our leading doctors, lawyers, teachers, nurses, athletes, scientists, politicians, and community leaders.

Being designated as an 1890 land-grant institution, Lincoln continues to reach out to the inner cities of Missouri and to the southeast region of the state often referred to as the boot heel of Missouri. Citizens of the above areas often find that they are in need of assistance with issues related to farming, health care, financial planning, educational needs, family planning, and family care.

Lincoln University serves as a valuable resource to the city of Jefferson by providing student interns to business, industry, and government. Faculty members are often called upon to share their expertise in their specific areas.

Lincoln University serves as a cultural center for the community, and some of the most recent events have included the Jefferson City Symphony Orchestra, the Blind Boys of Alabama, the Daddy Mack Blues Band, the St. Louis Black Repertory Company, the Minnesota Ballet, just to name a few.

Let me now elaborate on some of the resource needs of the university, so that you may gain a greater understanding of those needs.

There are some threats to HBCUs, and more specifically Lincoln University, and much of it centers on funding. I recommend continuing lobbying in Washington, D.C. for stronger support of higher education, and more specifically to HBCUs.

It is imperative that Title IV funding, financial aid, continues or exceed the current funding level. Approximately 50 percent of our total student body receives some kind of financial assistance. Without Title IV funding, many of our students would not attend college. Too often, those individuals who need assistance and are also underrepresented in higher education are the first ones to be affected by the decisions made by the federal government.

It is imperative that those federal initiatives that support the funding for the renovation of buildings, especially historical buildings on campuses, continue.

Lincoln University has been successful in getting some federal dollars for what we refer to as the Anthony Hall and the Bennett Hall projects. These are two residence halls that are on the historical register. With federal funding, the two residence halls will be preserved and reopened as residence halls, and they have been closed for nearly two decades.

As an 1890 land-grant institution, Lincoln University must continue to receive the necessary federal dollars if that part of the mission is to be realized. Federal dollars have been of great value to rural Missouri, inner city Missouri, the elderly, and to youth groups.

Meaningful research has been conducted, and not only provides a better quality of life for Missourians, but for the nation and the world.

Lincoln has research projects in some of the third world countries, specifically, Malawi and others, and studying such projects as twinning in sheep, greater productivity

in poultry and swine.

I would recommend that those issues directly affecting the very existence of HBCUs be placed in a committee for review and recommendations and that such a committee would consist of primarily current presidents or CEOs of HBCUs.

High priority for HBCUs must be a top priority of the federal government and the value of these institutions must not be diminished in any way. Thank you.

WRITTEN STATEMENT OF DR. JOSEPH SIMMONS, EXECUTIVE VICE PRESIDENT, LINCOLN UNIVERSITY, JEFFERSON CITY, MISSOURI – SEE APPENDIX F

Chairman Hoekstra. Thank you.

Chairman Hoekstra. I know that Congressman Watts has another commitment, so I'm going to go right to J.C. before he needs to leave.

Mr. Watts. Let me just briefly say, thank you to the participants. I want to thank you again very much for attending the hearing. I also want to say thank you to Pat for coming down from Ohio and to Chairman Hoekstra for his efforts to kick off the first of a series of hearings around the country on HBCU campuses.

I had a previous commitment when this was scheduled at 3:30, so I am going to have to step out, but I do want to ask one question to our state HBCU President.

You mentioned in your testimony that among your goals are strengthening some of your advance degree programs and establishing a graduate school at Langston. You know, I was saying to the panelists prior to coming in here that Langston graduates more African-Americans on an annual basis than my alma mater, the University of Oklahoma, Oklahoma State University, Tulsa University, and Northeastern State University combined.

So, in trying to establish this graduate school, what resources will be necessary for this and what resources have you identified?

Dr. Holloway. Yes. Specific resources will be necessary. There is a building involved, a $3 million building that would house the health, particularly, health facility. Of course, all of the dollars that are going to be required to meet the request of the graduate program as well, all of the graduate programs and the doctor of physical therapy program we are talking about, we have identified the need for approximately, I would say, it's going to be around $4 million.

Now, the state has made some commitments, but there is going to be additional needs there. We are working with the Department of Human Services in Washington. We have requests there. So, we are waiting for those requests for funding.

Mr. Watts. One other question, Dr. Holloway. Could you tell me, what's the composition of your student body, and do you have any nontraditional students? If so,

what are some of their special needs?

Dr. Holloway. Looking at our composition of student body by race, our composition of student body, is this what you have reference to?

Mr. Watts. Yes.

Dr. Holloway. Langston University, as you are aware, we have centers here in Oklahoma City and Tulsa. Our total enrollment is approximately 3600 students, and of that number we'd say 38 percent are non-black students, meaning that they are white students, and they are primarily enrolled in Tulsa. Of course, the remainder on our main campus, we would say we would have approximately pretty close to 80 percent black students on our campus and about 15 percent white and about 5 percent others.

But, I'm proud to hear you acknowledge that. We have some needs there, and you can probably help us to facilitate those needs in terms of funding.

Chairman Hoekstra. Thank you, J.C. I guess we'll see you in Washington tomorrow.

Mr. Watts. Going back to the Ponderosa tomorrow.

Chairman Hoekstra. That's right. Good. Thank you.

Mr. Watts. Thank you very much. Thank you.

Chairman Hoekstra. Dr. Ponder, or maybe if anybody else wants to respond to it as well, I was kind of struck by the NSF numbers. You have trouble getting NSF grants and being recognized by them? If you could maybe elaborate a little bit more on that, any one of the panel members, and if you've done an analysis of other federal programs, grant programs, does that pattern follow that HBCUs don't qualify for those programs? Dr. Davis?

Dr. Davis. I just want to make one comment. It has to do with capacity. I'll give you an example of what I'm talking about. We just went through a process in Arkansas of deciding what to do with tobacco settlement funds. Of course, we did get a share of it, and I'm grateful for that.

But, initially, when they were discussing the distribution of those funds, the question came up about a program that would bring many dollars to the institution that had it. It was a PhD program. Comments were made to the effect that our institution didn't have the capacity.

Now that institution has been awarded that amount, they've given them money for the building, the money to operate it, the money to hire the people to run it, and so forth. So my statement is simply then they didn't have the capacity either.

So what happens many times as we go through these programs, we haven't been given a level field in the beginning, so of course we don't have the capacity, just as in the past many institutions didn't have the capacity to do the research. At some point, the

government needs to make a commitment to our institution to give us the capacity and empower us to do what we need to do.

Chairman Hoekstra. Doctor we'll let you guys work it out. You guys all get along so well. So, whoever--

Dr. Reed. Since I mentioned this, it was a pretty substantial concern and focus in my written testimony, I would say among the United Negro College institutions there are only four that I know that have received funding. Xavier has one of the strongest science programs, and just recently, in talking to Dr. Francis, I understand its program is being scaled back by this particular grant source.

Philander Smith College is recognized as a top science program, so much that we just got an $8 million gift, and that was based on a site visit from the foundation, a private foundation that noticed that we were conducting graduate level research and had a premier program.

My question is if we are recognized for the capacity by those kinds of agencies, why do we have roadblocks with the federal government? I'm consistently hearing among the 39 member institutions of the UNCF, cannot seem to penetrate the National Science Foundation, and we are deeply discouraged.

Chairman Hoekstra. Thank you. Dr. Ponder?

Dr. Ponder. Let me just elaborate further. You have this in my submitted testimony, but let me just read here. Data assembled and disseminated by the federal government reveal disturbing trends related to the participation of HBCUs in the federal R and D enterprises. Based on data complied by NSF, for 1999, about $14 billion was awarded by the federal government to all institutions of higher education for R and D. Of this amount, only $164 million was awarded to HBCUs, less than 1 percent.

Even more disturbing is the fact that these funding levels represent a decline in the amounts provided in previous years, 202 million in 1995 and 188 million in 1996.

While overall funding in this area has increased, up from 12.8 billion in '95 to over 14 billion today, looking specifically at R and D funding awarded by the National Science Foundation, while overall funding to institutions of higher education was 1.9 billion in 1998, only 2.2 percent or 43 million was awarded to HBCUs. This averages out to less than $400,000 per HBCU institution, while the top 100 institutions averaged 19 million per institution.

That's what my colleagues were talking about. If we had those kinds of dollars, then we would have the capacity to do the things that these institutions are able to do.

The government puts money into what is considered the major research institutions, and we take no issue with that. That's not the point here. It's just a comparison. The government has not decided yet to help a single HBCU become a major research institution, and we think that today that is important.

Let's move a little further, the HB1, the bringing in of foreigners to H1B bringing in foreigners to help in our technology areas. We know that if we were given some of the money that we know in the short run you have to do that. We can go with that but the long-term solution cannot be to continue to increase the amount going offshore.

Some of these funds put into these institutions that take great pride in helping African-Americans, Hispanics, and so forth get into the mainstream would do something to help that. We strongly would support you pushing for us to become involved in some of the things that you are interested in: Small business, we can do those kinds of things; teacher education, we've always done it; we can continue to do it.

Chairman Hoekstra. Thank you. That's the other one that I highlighted; what we talked about earlier was the key link that you can provide in teacher education. So, with that, I'll yield to Mr. Istook.

Mr. Istook. Thank you, Chairman Hoekstra. I'd like to follow up on this, and I think it would certainly be instructive for us to have not only on an institutional basis the amount that, you know, National Science Foundation, for example, may award to one institution than a another, but, you know, try and get it on a per capita basis, realizing that some institutions, of course, will be small, some will be large, some will have small science departments, some will have large science departments and so forth.

I certainly have observed a similar problem in some federal research, for example, National Institutes of Health Grants. It all goes back to what my dad used to say to me, you know, them what has gets.

A lot of the federal grants, it doesn't appear to be that it's racially based, but it still is historically based, and we recognize the historical disadvantage that your institutions had during the so-called separate but equal era and the others.

It would be helpful to see a comparison, you know, not just college to college, but something that brought into play the number of students that are enrolled in the schools or in the particular disciplines that they are doing.

I certainly agree with you, that one problem of policy is making sure that things are disseminated. Especially, I think it was Dr. Davis, I think you mentioned something of the digital divide, or it might have been Dr. Simmons or others, and realizing that with institutions in more rural settings, such as Langston, in Langston and so forth, there's a great need for what telecommunications and information technology can bring there.

I hope that some of this information that, you know, goes into per capita and such might be part of what's forthcoming, you know, things that follow the hearing. But I want to ask a couple of questions, whoever might be able to tackle them.

At the historically black colleges and universities, you know, if you look at the cost per degree compared to other universities, and I'd also be interested, I'm certain you have statistics, in how many cases, do you have students from family backgrounds where nobody has a college degree and how that relates to the circumstances in other

universities across the country.

We all recognize it sometimes takes multiple generations for people to make progress. I happen to be the first college graduate in my family tree. But, of course, all my kids now are in college, and we realize how that works. But do any of you have some information along those lines you might share?

Dr. Ponder. Let me say, I believe that the College Fund generates this kind of information in terms of first generation students in our colleges and universities. I would say that for the universities represented here we would find up to 50 percent of the students are first generation college students.

Mr. Istook. Right.

Dr. Ponder. So, we are still into that. We haven't gotten deep enough that we are just beginning to where the children of our graduates are now coming back into our schools. We do have quite a bit of that. I know that the College Fund at one time had that information. I don't think that we had it, but we do know that it's about like that. Am I right?

Dr. Reed. Right. Between NAFEO and UNCF, I think we have most of the statistical data.

Dr. Davis. Also, sir, you might get a copy of the Black Issues in Higher Education, in the March 29th issue, there is an article with historic and equities that will be remedied, and within that context they have a comparison of monies allocated at various institutions.

For example, we are a land-grant institution, and it was just last year for the first time that we received matching funds from the state. We got 1.2 million. Of course, the other land-grant institution gets 54 million. We operated all of these years without any help. It is only because of the bill that was passed there in Congress that said the States had to either start matching in a gradual way or, you know, there would be a penalty.

Unfortunately, the way the bill read, the penalty would have been mine. It didn't have anything to do with the rest of the state. It so happened that we had a shortfall in the income, and we lost 400,000, which the Governor restored. Otherwise, we would not have met the federal mandate. So consistent, the University of Arkansas at Fayetteville received 14,000 plus dollars per student and UAPB, $6000 per student. Of course, they would compare us with other four-year institutions, but the mission that we perform is just as special as that one that they perform.

Mr. Istook. I certainly appreciate your comment about John Deere and Rolls Royce. I thought that was well put.

Dr. Reed. May I share some of the statistics that may be helpful? For the United Negro College Students, more than 55 students currently attend UNCF member colleges. More than 300,000 students have graduated from UNCF schools since it's creation. Approximately 90 percent of UNCF students require some form of financial aid, and at

my college it's 99 percent.

More than three-quarters of all UNCF students receive Stafford loans; and our recommendation is try to get 75 percent in grant money, because the debt is about $19,000 when a students graduates from one of our institutions.

Of the student population, 40 percent are the first in their families to attend college. That will have some variance. In my institution it's 55 percent.

Roughly 34 percent are from families with a gross income of less than $25,000 and 45 percent of UNCF students are from single parent families. This is really critical. Roughly 20 percent of Achievement Scholars attend HBCUs. I can give you more data about the number of graduates, but we will have those statistics for you.

Chairman Hoekstra. I think Congressman Istook is on his way to a conference call, and Congressman Tiberi, I think, is off to the other Langston campus to see that before he leave but he has a plane to catch.

I just wanted to ask one other question. Dr. Simmons, you talked about, I would recommend that those issues that directly affect the very existence of HBCUs be placed in the committee for review. I'm assuming, are you asking for a separate committee, or is that pretty much the function that is served by NAFEO?

Dr. Simmons. It is not represented by a separate committee, but really empowering NAFEO to do just that.

Chairman Hoekstra. Okay. I just wanted to know if you were requesting us to form a coordinating committee or whatever.

Dr. Simmons. No.

Chairman Hoekstra. Then could I ask Dr. Ponder to do that for us, right now? I just wanted, to know, because I expect that we are going to form a key relationship and dialogue as we go through all of the information that you have prepared. There's a lot to digest here. It's a great beginning. It gives us some stuff to read on the plane back to Washington. I guess, like we indicated at the beginning, that this is the beginning of the process.

Congressman Istook has identified some things, information that we would like to have. You've laid out some challenges on financing early in the testimony. We are going to work with you on that to see exactly what we can do in each of those areas.

Our objective is, over the next, you know, 20, 21 months, to make as much progress on the issues that you have outlined for us today as we can.

I was disappointed today that our colleagues from the other side of the aisle are not here. That was more of a scheduling conflict. It is not because of a lack of interest. This is a bipartisan effort. Even though the four people here today were Republicans, I have talked with my ranking member, Congressman Roemer from Indiana. He is very

interested in working on this issue with us. We expect this to be a bipartisan effort and not a partisan effort and that we expect Republicans and Democrats to work through these issues together.

Dr. Holloway, do you have any closing comments that you would like to make?

Dr. Holloway. I just simply wanted to say that I think it's fair to say that we appreciate this new initiative. I think before you and in those documents there you have a lot of opportunity, I think you have an opportunity to make a difference, and I think you heard that coming from all of us.

We believe that you as chairman and your committee have an opportunity to be engaged in a lot of things, but you can see we have so much yet to be done. I hope you sense the urgency that is expressed by my colleague, Chancellor Davis. There's no greater opportunity for us, for you, to help America help itself.

When you hear Dr. Ponder reference the fact that we are spending Americans' dollars to invite foreign people to come to this country to take jobs that we can train folks, you know, that says a lot. I hope that this committee will come out, out of the box. We are out of the box. We are reaching out.

I hope with this moment of history where our President is saying, "No child left behind," well if that is, in fact, to be the case, he won't achieve that goal, nowhere near achieve the goal, if he doesn't recognize, if we all are not involved and engaged, historically African-American institutions who made it possible for a child to get where we are today.

Thank you for selecting Oklahoma and Langston University. I thank my colleagues, for this was a short notice. We usually don't get our schedules reshuffled this quickly. But, because of you, we know of no greater occasion, there was nothing more important than establishing our needs in the records of our Congress.

Chairman Hoekstra. Thank you. Let the record show that I believe Langston was chosen by your colleagues and that we're here to listen and learn, and I think Langston was suggested to us, I don't know if it was the place, or one of the first places to consider.

I said earlier, I think this is a great start to what I hope will be a very productive two years. Thank you very much, and we look forward to continuing the dialogue and getting some real results.

Thank you.

The committee will be adjourned.

[Whereupon, the subcommittee was adjourned.]

APPENDIX A --WRITTEN OPENING STATEMENT OF CHAIRMAN PETER HOEKSTRA, SUBCOMMITTEE ON SELECT EDUCATION, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, DC

77-905 D-01--2

Statement of the Honorable Pete Hoekstra
Chairman
Subcommittee on Select Education

Field Hearing
"Responding to the Needs of Historically Black Colleges and Universities"

Langston University at Oklahoma City, Oklahoma
Monday, April 23, 2001
2:00 p.m.

Good Afternoon.

I'd like to take a moment to welcome our witnesses who have agreed to appear before us today. I'd especially like to thank Dr. Holloway and Langston University for hosting this hearing. You and your staff have done a tremendous job, and I congratulate you.

I also want to recognize a new member of the Subcommittee who is with us today, Congressman Tiberi from Ohio. I am glad to see that Pat will be an active member of the subcommittee, and it is a pleasure to have him here today.

Finally, I welcome two of my colleagues who do not serve on the subcommittee, but who have an active interest in the issues we will be examining today. The first is Congressman Istook, who most of you know as your congressman. I also know him as a member of the House Appropriations Committee, and I want to thank him for having us in his district today. The second is the Chairman of the Republican Conference, J.C. Watts. J.C. is the founder of the Republican Task Force on Historically Black Colleges and Universities, and last year organized the first Majority Summit on HBCUs.

My first in-depth introduction to Historically Black Colleges and Universities came as a member of that task force, which brings HBCU leaders and congressional leaders together so that we can better

understand your concerns and your priorities. I plan to continue my work with the task force, and to carry it over into the workings of this subcommittee.

This is the first in a series of hearings in which will look at the unique role played by historically Black Colleges and Universities and as well as the unique needs facing them. We will conduct this initiative in a bipartisan fashion. Unfortunately, none of my colleagues from the other side of the aisle could be here today, but I look forward to their participation in the future.

I have found that the HBCU community is extremely diverse. The universe of HBCUs includes two- and four-year institutions, public and private institutions, and single sex and co-ed institutions. Each one faces a different set of circumstances and has a different student body composition. However, the principal mission of all of these institutions is to provide a quality education for African-Americans, and in many instances they serve some of our most disadvantaged students.

The contributions made by HBCUs are undeniable. While comprising only 3% of the nation's two and four year institutions HBCUs are responsible for producing 28% of all bachelor's degrees, 15% of all master's degrees and 17% of all first professional degrees earned by African-Americans. In many instances they do not have access to the resources or endowment income that other institutions can draw on. Despite this, they tend to keep their tuitions affordable in comparison with other institutions of higher education.

Since we gained control of the House, we have worked to improve the nation's support for your endeavors. The Higher Education Amendments of 1998 made improvements to programs designed to aid HBCUs in strengthening their institutions and graduate and professional programs under Part B of Title III of the Higher Education Act. These changes included allowing institutions to use federal money to build their endowments, and to provide scholarships and fellowships for needy

graduate and professional students. Between 1995 and 2000, we have increased support for strengthening HBCUs by 36.5 percent, and for Historically Black Professional and Graduate Institutions by 58 percent. For FY 2001, we increased these amounts again. For Strengthening Historically Black Colleges and Universities, we increased funding from $169 million up to $185 million, and for Historically Black Graduate Institutions we increased funding from $40 million to $45 million. I am pleased to note that the President has also pledged to increase support for HBCUs. For FY 2002, the president has pledged an overall increase of 6.4 percent, with a goal of increasing these programs by 30 percent by 2005.

I will not claim to know everything about HBCUs. If I did, we would have no need for these hearings. But I am eager to learn more. So, I will turn the microphone over to my colleagues for opening statements, and then we will go to the real experts, our witnesses. Together, we can and will make a difference, and improve the educational opportunities available to every American.

APPENDIX B – WRITTEN STATEMENT OF DR. HENRY PONDER, CEO AND PRESIDENT, NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION, SILVERSPRING, MARYLAND

Prepared Testimony for the Education and the Workforce Committee Subcommittee on Select Education

Dr. Henry Ponder
CEO & President

National Association for Equal Opportunity in Higher Education
8701 Georgia Avenue, Suite 200
Silver Spring, Maryland 20910

Monday, April 23, 2001
2:00p.m.

Mr. Chairman and distinguished Members of the Subcommittee, I am Dr. Henry Ponder, Chief Executive Officer and President of the National Association for Equal Opportunity in Higher Education (NAFEO). I want to thank you for allowing me to appear before you today as you have your first field hearing on, "Responding to the Needs of Historically Black Colleges and Universities (HBCUs) in the 21st Century," here at Langston University. In the time that I have, I would like to provide some background on NAFEO and its member institutions, some of their strengths and their challenges, as well as some of the initiatives that we support and are looking to begin and/or expand upon in the new millennium.

Background

At the time of Brown vs. Topeka Board of Education and the end of de jure segregation in the public schools, but not the end of racially exclusive, whites-only systems of higher education in the South or nearly all-white systems of higher education in the north, HBCUs were producing more that 90% of all Black baccalaureates and more than 90% of all Blacks who went on to become doctors, lawyers, and PhDs. Now, HBCUs still enroll the largest concentration of both the well and ill prepared African American students out of our deeply flawed public schools, and out of families that earn an average of two-thirds of what most college going students' families earn. The enrollment and graduation rates of these institutions are most sensitive to even the slightest shifts in state and federal policies affecting college admission, retention, and completion. Therefore, for the last 40 years, HBCUs have served as the barometer that gives the earliest and most reliable indicators of whether new educational policies instituted by federal, state, or private sector policy makers will advance or retard the movement toward equality of educational opportunity. Even with all of this, the HBCU community continues to be under-recognized, under-funded as a national research and development laboratory for measuring the effects of this country's existing and evolving educational opportunity policies for federal, state, and private sector policy makers.

Today, there are 103 Historically Black Colleges and Universities (HBCUs). NAFEO serves as the national umbrella organization representing these 103 institutions and several Equal Opportunity Educational Institutions (EOEIs--predominately black), with a combined membership total of 118 institutions. Our mission is to champion the interests of our member institutions through the executive, legislative and judicial branches of federal and state government, and to articulate the needs for a system of higher education where race, ethnicity, socio-economic status, and previous educational attainment levels are not determinants of either the quantity or quality of higher education. The organization takes lead responsibility for the development and dissemination of public policy, programmatic efforts, and strategic and educational materials that: (1) enhance the role of HBCUs generally, and (2) promote African American student enrollment and attainment specifically. NAFEO is comprised of institutions of higher education that represent a broad spectrum of interests – public and private, large and small, urban and rural, liberal arts, agricultural, and research. Of all of the HBCUs that belong to NAFEO, 46% are public, and 54% are private. The organization's membership is comprised of 2-year and 4-year institutions, as well as schools that offer advanced and professional degrees, and they are situated in every quarter of the country, the District of Columbia and the Virgin Islands.

NAFEO institutions historically are responsible for educating the vast majority of African Americans. Currently, these institutions enroll approximately 500,000 undergraduate students and 50,000 graduate, professional and doctoral students. Additionally, while NAFEO institutions enroll approximately 16 percent of all African American college students, they confer about 30 percent of all the baccalaureate degrees earned by African Americans annually. In some disciplines, such as engineering and teacher education, the number is significantly higher.[1] Moreover, these schools produce the largest number of African American

[1] Fifty-one percent of the African American education graduates in de jure states come from HBCUs and almost 40% of the graduates in the country. These graduates earn 39% of all PhDs earned by African Americans in education.

baccalaureate recipients who eventually go on to receive doctorates, especially in the sciences.[2] [3] Specifically, 42% of all the PhDs earned each year by African Americans are earned by graduates of HBCUs; 18 of the top 23 producers of African Americans who go on to receive science-related PhDs are HBCUs. Also, a higher percentage of African American PhD candidates from HBCUs complete their degrees than those from non-HBCUs, despite their lower income, indicating better preparation and focus. Moreover, a graduate from an HBCU is three to four times as likely to major in a science, technology and engineering field as an African American graduate from a historically white institution.

During the last two decades, many of the educational achievements African Americans have experienced are directly attributable to NAFEO and its member institutions. However, despite the progress, the increases in college-going rates for African American high school graduates have not kept pace with those of the white population. Ten years ago, African American high school graduates enrolled in college at a rate that was only 5 percentage points below that of white graduates (28.0% vs. 33.0%). Today, there is a difference of 8 percentage points (34.0% vs. 42.0%). Much of the responsibility for ensuring greater educational access for African Americans, closing the college entrance gaps and addressing emerging trends at the national level, rests on the shoulders of NAFEO and its member institutions. As a result, additional resources will be required from the federal government and the private sector if achievement gaps are to be closed in African American communities.

Moreover, there are a number of challenges that are germane to these institutions and the particular students that they serve. HBCUs are needed as much as ever in helping to close the college entrance gaps. According to the Department of Education's Digest on Education Statistics, of all major racial groups, African American college enrollment is the lowest in the country. In 1995, only 51.4% of African American high school graduates enrolled in college. Comparatively, for whites, the figure was 62.6%, and for Hispanics, 53.8%.

Financial Aid Recommendations

An area that is of particular concern to NAFEO and its member institutions is financial aid. Trends related to enrollment, especially college entrance gaps, partly are affected by the low-income status of African American families. The majority of African American families have incomes that are less than $25,000 a year. Thus, the students enrolled in HBCUs disproportionately rely on federal student financial aid programs. The 1995-96 data released by the National Center for Education Statistics reveal that almost 17 million students were enrolled in undergraduate programs at our nation's institutions of higher education. Of this amount, there were about 2 million African American undergraduates who were enrolled during 1995-96. Of those enrolled, almost 63 percent of African American students received some form of student financial assistance. For those enrolled in HBCUs, the number is closer to 90 percent. For whites, 47 percent received aid, and for Hispanics, approximately 54 percent of the students received some type of financial assistance.

Although there were significant increases in the last year's appropriations, NAFEO supports additional funding in the areas identified by the Student Aid Alliance. Because students attending HBCUs rely so heavily on the federal student financial assistance programs, NAFEO fully supports increases proposed by the Alliance for Pell Grants, SSIG, SEOG, TRIO, work-study, and several other student aid programs. Specifically, NAFEO joins the Student Aid Alliance in recommending that the maximum award for Pell Grants be increased by $600 to $4350; funding for SEOG would be $791 million, representing an increase of $100 million above last year's level; funding for work-study would be increased from $1,011 million

[2] In the agricultural and biological sciences, HBCUs produce 58% of the baccalaureates in de jure states and 44% of the degrees nationwide; 43% of the African American PhDs in these areas are earned by these graduates. The percentage of all degrees earned range as high as 80% in some states.

[3] In computer science, HBCUs produce 46% of all computer science baccalaureates in the de jure states and 40% in the nation; 32% of all African American computer science PhDs come from these graduates. The percentage range is as high as 85% of the totals in some states.

provided last year to $1,050 million proposed for FY02; and an additional $150 million for TRIO would bring funding to $880 million.

NAFEO is looking to increase the number of African American students who excel at all levels of the educational continuum, from elementary and secondary school to undergraduate college to graduate school. In order for this to happen, there needs to be financial, instructional, technical and community support available to our African American students every step of the way. It is for this reason that, for fiscal year 2002, we request funding for a number of programs that address these very concerns. In addition to issues related to the need for increased financial assistance, there are three target areas that will strengthen HBCUs' ability to recruit, retain and graduate the African American manpower needed for the new millennium.

Capacity Building

This year, NAFEO will be supporting two capacity-building initiatives. First, increased funding for Title III, Part B is a top priority. While we appreciate the increase in the FY01 appropriation and the suggested $12 million increase in the President's budget, we request a $50 million increase in undergraduate funding. Although there have been increased high school graduation rates among African Americans, and improved achievement at the public school levels, African American college enrollment has not kept pace with the increases in enrollment experienced by other ethnic and racial groups. In fact, according to the Department of Education's Digest of Educational Statistics, of all major racial groups, African American college enrollment is the lowest in the country. In 1995 only 51.4% of African American high school graduates enrolled in college, compared to 62.6% of white graduates and 53.8% of Hispanic graduates.

In 1968, just three years after Title III was enacted, HBCUs educated almost 100% of the African Americans who attended college in the states that practiced segregation as a matter of law, and 80% of the African Americans who entered college generally. A decade later, beginning in 1977 and ending in 1987, HBCUs experienced a 22% drop in the number of African American baccalaureates. With that decline in African American baccalaureates, a national decline followed. However, with the enactment of Title III, Part B, under the Historically Black College and University Act, this trend was reversed. Thus, from 1987 to 1995, HBCUs recovered the 22% loss with a 32% increase in baccalaureate production. Again, with the increase in African American baccalaureates, a national increase followed in baccalaureates and in enrollment. But, this increase has not kept pace with other ethnic groups. In the last five years up to the year 2000, there has been a slight drop in HBCU enrollment and graduates. As a result, the rate of increase in enrollment and graduates for Hispanics is three times that of African Americans and we are continuing to fall behind. The HBCUs high concentration of disadvantaged populations make them most vulnerable to policy changes, such as Pell Grants not keeping up with costs and inflation, a greater dependence on loans, and raising admissions standards as has been endorsed at the federal and state levels throughout the 1990s.[4]

NAFEO recommends that funding for Title III, Part B (undergraduate institutions) be increased to $235 million. Adoption of this recommendation will raise the minimum grant to approximately $1 million, and a large number of institutions would get substantially higher grants. Such an increase will allow these schools funding to better support faculty development, student retention, facilities, and endowment efforts in a more comprehensive fashion.

NAFEO also recommends increases for the Title III, Part B, Section 326 program, Strengthening Historically Black Graduate Institutions. NAFEO's recommendation of $60 million raises the funding level from the $45

[4] These issues illustrate how absolutely critical it will be for federal, state, and private sector policy makers to pay close attention to the needs of the HBCUs and their students. The following data suggest that financing increases in the capacity of the HBCUs is an efficient way to meet national needs in absolutely critical high technology areas. It is also critical to fund large-scale research and development efforts to determine with some precision exactly how to prevent declines and how to generate sharp increases in such critical areas as science and technology. Similar observations pertain to how to increase not only academically qualified teachers, but increasing minority and majority group teachers skilled in closing the achievement gaps as well.

million provided last year. While the $3 million increase in the President's budget is a step in the right direction, our recommendation will allow HBCUs to address the serious issue of the undersupply of African American PhDs in the sciences and engineering fields, and professional degrees in law, pharmacy, and medicine.

Until 1995, when African Americans received 1309 doctoral degrees, the previous high had been achieved two decades earlier in 1977, when 1113 doctorates were received. Additionally, African American doctoral degrees tend to be concentrated in certain areas such as education. Forty-two percent of all doctorates for African Americans are in education compared to 19 percent for all U.S. citizens. Conversely, African American representation in the sciences is very low. In 1999, African Americans received the following number of doctorates of all those awarded to U.S. citizens in the following fields: mathematics—10 of 538 (1.8%); computer science—16 of 412 (3.8%); chemistry—46 of 1251 (3.7%); physics—6 of 651 (0.9%); engineering—84 of 2474 (3.4%); and biological sciences 109 of 3654 (3.0%).

NAFEO's recommended increase in funding for Section 326 will raise the minimum grant awarded to HBCUs, thereby strengthening their ability to overcome historical barriers and to effectively address the contemporary challenges they face in preparing graduate students for a technologically competitive, global marketplace. Increased awards, which will be matched by participating institutions, will help to provide needed resources to attract and retain graduate and professional students, as well as improve facilities and enhance faculty development.

HBCU Collaborative Centers of Educational Excellence

We have had an opportunity to look at the President's budget and while there are modest increases in some areas regarding education, we are concerned about the tremendous amount of level funding and cuts in programs that are of critical importance to the student populations at NAFEO member institutions, specifically the $44 million cut requested in the Teacher Quality Enhancement Grants account. The Department of Education National Center on Educational Statistics projects that, given the current population, minority students will become the majority in U.S. classrooms by 2050. While the percentage of school-age children of color is expected to increase to 44% by 2020 and 54% by 2050, diversity in the workforce is not growing at the same rate. As of last year, minorities represented 30% of the student population and less than 6% of the teacher work force. Moreover, the American Association for the Advancement of Science (AAAS) has concluded that very few elementary school teachers have adequate preparation in science and mathematics before they begin to teach these subjects. With such a significant number of this country's public school population consisting of students of color, it is essential to have competent teachers who are well trained and sensitive to the educational needs and cultural backgrounds of this nation's students. A cut in this funding will have a tremendous effect on not only students, but also higher education programs at institutions that are trying desperately to recruit future teachers.

There is a significant teacher shortage in this country, particularly a shortage in minority teachers. The Department of Education estimates that 2 million new teachers will be needed over the next 10 years as student enrollments reach their highest levels ever, and teacher retirements and attrition create large numbers of vacancies. While this seems unsettling, there are even more disturbing findings included in a September 2000 report prepared by The Institute for Higher Education Policy titled, "Educating the Emerging Majority: The Role of Minority-Serving Colleges and Universities in Confronting America's Teacher Crisis." This report further confirms that there is a critical gap between the number of students of color and teachers of color. For example, minority student enrollment has risen consistently over the past three decades, with students of color accounting for nearly 37% of elementary and secondary school enrollment in 1998. While there was an increase in the number of public elementary and secondary school teachers of almost 11% from academic years 1990-1991 to 1993-1994, the majority of teachers were white, specifically 87% compared to 8% of African American teachers, which actually decreased by two percentage points during the same period.

The limited number of teachers of color in the classroom is the result of several trends that have drastically reduced the minority teacher pool. These include: (1) substandard K-12 academic preparation and educational experiences; (2) family background and social issues; and (3) the disincentives of low salaries and the lack of respect and prestige associated with teaching. For these reasons, NAFEO is looking to establish at least 10 HBCU Collaborative Centers of Excellence in Teacher Preparation, which will address these concerns. The main objective will be to conduct curriculum assessment with the aim of defining more effective and efficient ways to prepare teachers and principals (pre-K-12) and of meeting contemporary teacher and principal certification requirements, while also conducting special demonstration projects and research.[5] Additionally, each Collaborative Center will be expected to independently develop and implement creative strategies for achieving the aim of the initiative, which can be replicated and shared subsequently with the coalition and the nation.

NAFEO-member institutions seek the authorization and appropriate annual funding to support the establishment of at least 10 HBCU Collaborative Centers of Excellence in Teacher Preparation. The request is made pursuant to the findings previously mentioned from the report prepared by The Institute for Higher Education Policy. We ask that the program be authorized as a part of Title II, Teacher Quality section of the Elementary and Secondary Education Act (ESEA), or another appropriate section, and ultimately be funded by the Labor-HHS-Education appropriations subcommittee. Alternatively, we ask that it be funded as a demonstration project in the Fund for the Improvement of Education account of the FY02 Labor-HHS-Education appropriations bill.

The HBCU Research University Science and Technology Initiative (THRUST)

This year, NAFEO is supporting the establishment of an initiative that stimulates the competitive research and development (R&D) capacity of HBCUs that provide doctoral degrees in science-related fields. The National Science Foundation (NSF) should take the lead in establishing the program, ultimately working to expand the program to involve other relevant agencies. Appropriate funds should be made available to implement the program, with uses including, but not being limited to: (1) start-up funding for new faculty; (2) faculty exchanges and development; (3) academic instruction in disciplines where African Americans are underrepresented; (4) instrumentation, supercomputing and science facility renovations; and (5) supportive services for students in the graduate and doctoral pipeline. The ultimate objective of the effort would be to stimulate competitive research and systemic change across the HBCU community.

Data assembled and disseminated by the federal government reveal disturbing trends related to the participation of HBCUs in the federal R&D enterprise. Based on data compiled by NSF, for 1999, about $14 billion was awarded by the federal government to all institutions of higher education for R&D. Of this amount, only $164 million was awarded to HBCUs, less than one percent. Even more disturbing is the fact that these funding levels represent a decline in the amounts provided in previous years ($202 million in 1995, and $188 million in 1996), while overall funding in this area has increased (up from $12.8 billion in 1995 to over $14 billion today). Looking specifically at R&D funding awarded by the National Science Foundation, while overall funding to institutions of higher education was $1.9 billion in 1998, only 2.2%, or $43 million was awarded to HBCUs. This averages out to less than $400,000 per HBCU institution, while the top 100 institutions average $19 million per institution. Furthermore, data prepared by the White House Initiative on HBCUs, shows the total NSF funding awarded to HBCUs for FY99 was just 1% of the total awarded to all institutions of higher education.

As previously mentioned, 42% of all doctorates for African Americans are in education compared to 19 percent for all U.S. citizens. Conversely, African American representation in the sciences is very low. Additionally, as noted previously, data reveal that HBCUs are the primary producers of African American undergraduate students who pursue graduate and doctoral degrees in science and technology (S&T) areas.

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[5] In the de jure or HBCU states, more than 60% of all the African American teachers meeting the new, more rigorous academic standards for licensing are HBCU graduates, many of whom come in with educational disadvantages.

Historically, funding for federally-sponsored R&D activities has been concentrated in a very small number of institutions of higher education and states that were in the best position to take advantage of an explosion in federally-funded academic research following World War II. As A. Hunter Dupree notes in his book, Science in the Federal Government (1957), this targeting of resources resulted from a federal science policy that provided resources primarily to a select group of federally-initiated and supported institutions. In taking a first step across the threshold of the new millennium, industry, academia and policy makers increasingly are using federal R&D resources as a way to strengthen our nation's global competitiveness and to ensure economic stability. Most recently, they have embraced a complex strategy that involves, in part, (1) doubling funding, over a multi-year period, for the National Institutes of Health (NIH); (2) importing workers by expanding usage of H-1B certificates as an anecdote to the difficult challenges presented by the "digital divide" and growing shortage of technologically-skilled workers; and (3) increasing funding for internet development and expansion, and other science and technology programs. However, in order to participate more actively in the federal R&D enterprise, and to support national efforts to increase the number of Americans equipped with advanced science and technology (S&T) skills, a much larger of number African Americans and persons from other minority groups will need to receive graduate degrees in S&T fields.

The importance to the nation of getting an increasing number of disadvantaged African Americans and Hispanics into S&T fields and into the teaching profession cannot be overestimated. The new census reveals that more than 40% of our future manpower needs must come out of heavily educationally disadvantaged populations. Without that, it is hard to see how the United States can remain competitive in the global economy.

Other Matters

In addition to the above-mentioned initiatives, NAFEO seeks support and increased funding for other continuing and new initiatives, which are described below. More comprehensive information on all of the NAFEO initiatives is included in the attached FY02 Legislative Briefing Book, which is hereby incorporated by reference.

- ***Undergraduate Research.*** Provide $20 million for the National Science Foundation's (NSF) HBCU-UP initiative to expand participation by 2-3 new awards of $2 million each. Last year, $15 million was provided for this program. We also recommend increased funding for other NSF minority programs e.g., the Louis Stokes Alliance for Minority Participation, Centers of Excellence and the Minority Graduate Education programs.
- ***NIH Center on Minority Research.*** We applaud efforts to establish this center last year, and ask that $200 million be provided in the Labor-HHS-Education appropriations bill to support its continuation.
- ***1890s Schools.*** While NAFEO appreciates the modest increases that were made last year, we join the Office of the Public Black College (OPBC) of the National Association of State Universities and Land-Grant Colleges (NASULGC) in recommending increases in the four 1890s programs, along with funding for three new programs. Specifically, we ask that: (1) $36.197 million be provided for the Research and Education Activities (Evans-Allen); (2) Smith-Lever receive a $4.8 million increase, raising funding to $33 million; (3) $16 million be provided for Facilities Grants; (4) $15 million be provided for Capacity Building grants; and (5) Three new programs: Graduate Programs, 2501 Small Farms Initiative, and Biotechnology receive funding in the amount of $10, $20, and $30 million respectively.
- ***HBCU Telecommunications Project.*** We support the efforts of Senator Max Cleland and Representative Edolphus Towns to provide an initial $250 million to support a minority-serving institutions telecommunications initiative. A report published by NAFEO in collaboration with the

U.S. Department of Commerce, entitled, *"HBCUs: An Assessment of Networking and Connectivity,"* notes that there are still serious access and connectivity challenges confronting HBCUs that must be addressed in order to close the gaps presented by the "digital divide."

- ***Historic Preservation.*** The authorization for this initiative expired last year. Therefore, for FY02, we ask that legislation be passed during this session of Congress that will authorize the expenditure of at least $60 million a year (for five years) to support historic preservation efforts at HBCUs, and that funds ultimately be appropriated.

This concludes my testimony. Again, on behalf of the National Association for Equal Opportunity in Higher Education, I want to thank you for the opportunity to appear before you today. I would be happy to answer any questions.

APPENDIX C -- WRITTEN STATEMENT OF DR. ERNEST L. HOLLOWAY, PRESIDENT, LANGSTON UNIVERSITY, LANGSTON, OKLAHOMA

Testimony of

Ernest L. Holloway, President
Langston University
Langston, Oklahoma

Respectfully Submitted to
U. S. Congressional Subcommittee on Select Education

Chairman, and other distinguished members of the Subcommittee, I am Ernest L. Holloway, President of Langston University in Langston, Oklahoma. Mr. Chairman, I submit, on the behalf of Langston University, the Council of 1890 Land Grant Institutions and the National Association of State Universities and Land-Grant Colleges (NASULGC). This written testimony is in support of FY 2002 Federal Budget recommendations.

General Information

Langston University, founded at Langston, Oklahoma as a land-grant college through the Morrill Act of 1890, was officially established by House Bill 151, on March 12, 1897. The mission of Langston University is to provide excellence in instruction leading to an associate, baccalaureate, and master's degrees, thus placing its graduates in a highly favorable position to enter graduate/professional schools as well as to meet changing demands, in the workplace both domestically and internationally in a rural and urban society. In its multidimensional construct, Langston University offers instruction, research, and community service as it also seeks to identify and address vital issues of

concern. The summary statement to follow set forth the functions assigned to Langston University for implementation through its programs of instruction, research and extension, and public service.

- To implement the university's Statewide Plan (Section 6 S. B. 1426). Legislation promulgated to strengthen the State of Oklahoma's commitment to Langston University's historical significance and future potential.
- To focus the institution's resources upon identification of opportunities and problems associated with life in an urban society.
- To provide educational programs and services designed to prepare students for life and work in an urban environment.
- To create a program of general education which will not only furnish students with appropriate learning and human relation's skills, but which will also foster appreciation for the role, which cities have played and continue to play in the development of civilization.
- To offer quality academic programs leading to the awarding of the associate and the baccalaureate degrees.
- To provide specialized undergraduate curricula to prepare individuals for the helping services, with special attention to the areas of teacher education, health-related education, and other human service fields.
- To extend its assigned programs of education and public service to meet the special needs of citizens and agencies in the Oklahoma City and Tulsa metropolitan areas.

- To maintain and enhance the institution's status as a land-grant university by directing its academic programs in agriscience and human ecology, as well as its agriscience research and extension efforts, toward the identification and solution of problems associated with urban, rural, and global cultures.
- To offer graduate work at the masters degree level and to offer a Masters of Education degree program.
- To offer a Masters Degree in Rehabilitative Counseling.
- To offer a Doctorate Degree in Physical Therapy.
- To establish a Graduate School.

To achieve the mission and enhance its functions, Langston University has identified and built on strengths of the university family as it moves through the 21st century. Langston University has become an "engaged" university and will expand an innovative reciprocal productive relationship with business, industry, government, private entities, international agencies and educational institutions. It will manage its resources prudently; stay focused on its "clear and certain future" as characterized by the fourteenth president; and take an introspective systematic look at its past and present as it establishes clear identity as a unique institution of higher education known for its standard excellence in Oklahoma, the nation, and the world.

Historically, Langston University was established as the Colored Agricultural and Normal University. It offered its first post-secondary instruction in 1897, awarded its first baccalaureate degree in 1901, and adopted its present name in 1941. The university is an integral part of the Oklahoma State System for Higher

Education, providing both lower-and upper-division undergraduate programs in over thirty six fields or programs organized within five schools: Nursing and Health professions, Agriculture and Applied Sciences, Arts and Sciences, Business, and Education and Behavioral Sciences. The university has two-branch campuses located in Tulsa and Oklahoma City. The institution also offers graduate programs leading to the Masters degree in teaching English as a Second Language, Bilingual/Multicultural Education, Elementary Education, Urban Education, and Rehabilitation Counseling. The university's E. (Kika) dela Garza Institute for Goat Research, established in 1984, continues to attract research scientists, agricultural specialist, and others on the state, national, and international levels. The university presently enrolls over 3,400 students from thirty-six states, the District of Columbia, and twenty-five foreign countries. Through Langston University's Center for International Development (LUCID), the university offers a summer study abroad program for students to such countries and regions as South Africa, West Africa, Dominican Republic, Mexico and Europe etc..

The State of Oklahoma, the nation, and various foreign countries have significantly benefited from the current and historical contributions, provided by Langston University. As an HBCU affiliate institution, Langston University fully support the policy initiatives, direction, vision, and advocacy provided by the National Association for Equal Opportunity in Higher Education (NAFEO) and the National Association of State University and Land-Grant Colleges (NASULGC). NAFEO is the national umbrella and public policy advocacy organization

representing 118 of the nations predominately and historically black colleges and universities (HBCUs) – public and private, large and small, urban and rural, liberal arts, agricultural, research, scientific, and technological institutions.

Contributions Provided by HBCUs

Public Historically Black Colleges and Universities (Public HBCU's) constitute some of the largest and most prestigious institutions of higher education in the nation. Among them, two of the largest are 1890 Public HBCUs. Several of the 1890's offer doctoral degree and/ or professional degrees in engineering, food science, toxicology, environmental science, and other areas of national need. Three of the top five public HBCUs in the nation contributing to the production of African American doctorates are 1890's. Annually, six Public HBCUs produce nearly 20 percent of all African American bachelor degree recipients in engineering and the 1890's graduate over 80 percent of all Black recipients of bachelor degree in agricultural science. Tuskegee University alone has trained more than 80 percent of the nation's Black veterinarians. In the sciences, HBCUs play a special role in higher education. In 1990, HBCUs granted 44 percent of the bachelors degree in science that were awarded to all blacks, 41 percent of the mathematics degrees, 38 percent of the degrees in computer sciences and life sciences, and 25 percent of the engineering degrees that were earned by Blacks. It must be recalled that HBCUs enroll only 17 percent of all black college students nationwide. In this context, the record of HBCUs in the sciences takes on a striking significance. Other relevant facts concerning HBCUs are as follow:

- More than 70 percent of our nations African American professionals, lawyers, doctors and others, are graduates of HBCUs.
- HBCU's are situated in every quarter of the country, the District of Columbia and the Virgin Islands.
- There are 118 predominantly and historically black colleges and universities. These institutions enroll approximately 500,000 undergraduate students and 50,000 graduate, professional and doctoral students.
- Eight of the top 10 producers of African American engineers are HBCU's.
- While HBCU's enroll approximately 16 percent of all African American undergraduate students, these institutions graduate about 30 percent of all African Americans who complete their baccalaureate degrees.
- HBCU alumni rosters include Mary Mcleod Bethune, Booker T. Washington, Althea Gibson, Thurgood Marshall, Oprah Winfrey, Andrew Young, Jr., Ronald McNair, Martin Luther King, Jr., Vernon Jordan, Walter Payton, approximately half of the members of the Congressional Black Caucus, and scores of other notable leaders.

In addition, HBCUs continue to exert tremendous influence upon the lives of significant numbers of African-Americans and other ethnic minorities as well as economically marginalized white Americans within their geographic locations. If we are serious about impacting the health status of all Americans and decreasing the health disparities between minority and majority populations, funding could

be directed to HBCUs to develop, implement and evaluate wellness programs that transcend traditional boundaries. The program that I am proposing include institutionalizing wellness concepts and activities across the campus and including all faculty, staff, and students. Students would be empowered to impact their own generation as well as the generation now in Pre-K through high school. Working with our institutions would provide service to a group which has been traditionally under-served. The opportunity for grassroots impact has tremendous potential for facilitating systemic change at the level where people actually live their lives.

Specifically, we need help developing funding for buildings, staff, materials and supplies. Historically, the evaluation component of our effort has been the weakest link, so we probably need assistance with that component, which could be included with the proposal development activities under the U.S. Office of Minority Health. Strengthening our capacity to address our community's health needs can pay rich dividends in the long run.

FY02 Federal Appropriation Recommendations/Continuing Initiatives.

At the federal appropriations level, Langston University supports NAFEO's FY02 appropriations recommendation that include the following:

- The maximum award for Pell Grant to increase by $600 to $ 4350.
- Funding for SEOG would be $791 million, representing an increase of $100 million above last year's level.

- A $150 million increase for Trio programs would bring funding to $880 million.
- Funding for Work-Study programs would be increased from $1.011 billion provided last year to $1.050 billion proposed for FY02.

Funding for Title III (undergraduate) would be increased from $185 million to $235 million, raising the minimum grant to approximately $1 million, and a large number of institutions would get substantially higher grants.

- Funding for Section 326 would be increased to $60 million, up from the $45 million provided last year, allowing HBCU's to address the undersupply of African American PhD's in the science and engineering field, and professional degrees in law, pharmacy, and medicine.
- Provide $ 20 million for the National Science Foundation (NSF) HBCU-UP initiative to expand participation by 2-3 new awards of $2 million each. Last year, $15 million was provided for this program. NAFEO also recommend increased funding for other NSF minority programs e.g., The Louis Stokes Alliance for Minority Participation, Centers of Excellence, and the Minority Graduate Education programs.
- Provide $200 million to be provided in the Labor-HHS-Education appropriations bill to support continued funding for the NIH Center on Minority Research.
- Under 1890 initiatives, NAFEO joins the Office of the Public Black Colleges (OPBC) of the National Association of State Universities and Land-Grant Colleges (NASULGC) in recommending increases in four

1890's programs. Along with funding for three new programs. Specifically, we ask that: (1) $36.197 million be provided for the Research and Education Activities (Evan-Allen); (2) Smith-Level receive a $4.8 million increase, raising funding to $33 million; (3) $ 16 million be provided for Facilities Grants; (4) $15 million be provided for Capacity Building grants; and (5) Three new programs: Graduate programs, 2501 Small Farms, Initiative and Biotechnology receive funding in the amount of $10, $20, and $30 million respectively.

Emerging Areas of Excellence and National Need: New Projects for 21st Century Competitiveness

- **HBCU Telecommunications Project.** We support the efforts of Senator Max Cleveland and Representative Edolphus Towns to provide an initial $250 million to support a minority serving institutions telecommunications initiative. A report published by NAFEO in collaboration with the U. S. Department of Commerce, entitled, "HBCUs: An Assessment of networking and Commerce," notes that there are still serious access and connectivity challenges confronting HBCUs that must be addressed in order to close the gaps presented by the "digital divide."
- **Historic Preservation.** The authorization for this initiative expired last year. Therefore, for FY02, we ask that legislation be passed during this session of Congress that will authorize the expenditure of at least $60

million a year (for five years) to support historic preservation efforts at HBCUs, and that funds ultimately be appropriated.

- **The HBCU Research University Science & Technology (THRUST) Initiative.** NAFEO seeks $10 million in funding from the National Science Foundation to support the establishment of an initiative that will stimulate the competitive research and development (R&D) capacity of the nine historically black colleges and universities that provide doctoral degrees in science-related fields. The ultimate goal of the programs is to promote systemic change and build the competitive, merit review capacity of these institutions, so that they ultimately can participate more fully in mainstream federally-sponsored R&D efforts.
- **HBCU Collaborative Centers of Educational Excellence.** NAFEO-member institutions seek the authorization and appropriation of $20 million annually to support the establishment of up to 10 HBCU Collaborative Centers of Excellence in Teacher Preparation. The request is made pursuant to the disturbing findings included in a September 2000 report prepared by the Institute for Higher Education Policy. We ask that the program be authorized as a part of title II, Teacher Quality section of the Elementary and Secondary Education Act (ESEA), and that the funds ultimately be appropriated as a part of the Labor-HHS-Education Appropriation Bill.

These programs, while diverse in nature, collectively work toward increasing educational opportunities for African Americans, as well as allowing HBCUs to effectively address the contemporary challenges they face in preparing their students for a technologically competitive, global marketplace. Given your special interest in HBCUs, we thought it best to give you a summary of NAFEO's priority initiative for FY02. More comprehensive briefing materials are attached for your review. The National Association for Equal Opportunity in Higher Education looks forward to working with you and your office to make this effort a success. Moreover, we would like to thank you for all that you do in "Keeping the doors of Opportunity open."

Sincerely,

Ernest L. Holloway
President

FY02 HBCU Funding Comparison & Recommendation Chart

Department of Education	NAFEO FY01 Requests	Final Approps	NAFEO FY02 Requests
Title III, Part A	80M	73M	93M
Title III, Part B – Sec 323	169M	185M	235M
Title III, Part B – Sec. 326	40M	45M	60M
Howard University	224M	232.4M	262.6M
TRIO	795M	730M	880M
GEAR-UP	325M	295M	325M
MSEIP	8.5M	N/A	15M
HBCU Capital Financing	207,000	208,000	308,000
Pell Grant (max. award)	8,763M ($3,525)	8,756M ($3,750)	($4,350)
SEOG	691M	691M	791M
Federal Work Study	1,030M	1,011M	1,050M
Perkins Loan Program	160M	160M	230M
Teacher Recruitment	145M	98M	145M
Institute for International Public Policy (IIPP)	1M	1M	2.5M
HEA Title VI, Int'l Education	72M	77M	93.8M
Department of Interior	**NAFEO FY01 Requests**	**Final Approps**	**NAFEO FY02 Requests**
HISTORIC PRESERVATION	25M/yr *multi-year authorization	7.2M	60M
Department of Defense	**NAFEO FY01 Requests**	**Final Approps**	**NAFEO FY02 Requests**
HBCU/ Minority Institutions Initiative	25M	17.2M	25M
Department of Health & Human Services	**NAFEO FY01 Requests**	**Final Approps**	**NAFEO FY02 Requests**
(NIH) Minority Opportunities in Research:			
• MARC	25M	28.5M	32.8M
• MBRS	75.4M	78M (estimate)	89.7M
(NIH) RIMI	15M	Given that these programs receive funding out of a larger account, a specific breakdown was not included in the final appropriations report.	NAFEO recommends a 16.5% increase for NCRR, the account under which all of these programs fall.
(NIH) RCMI	50M		
(NIH) Research Facilities Improvement Program	100M		
Office of Minority Health	40M	49M	60M
Health Careers (HCOP)	32M	32.8M	40M
Centers for Excellence	30.6M	30.6M	40M
Center for Minority Research		132.7M (estimate)	200M

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Department of Housing & Urban Development	NAFEO FY01 Requests	Final Approps	NAFEO FY02 Requests
HBCU Initiative	20M	10M	20M
National Science Foundation	NAFEO FY01 Requests	Final Approps	NAFEO FY02 Requests
HBCU-UP	20M	15M	20M
Alliances for Graduate Education and the Professorate (formerly called Minority Graduate Education)	17.5M	11.5M (including private grants)	17.5M
LSAMP	31M	26M	35M
Major Research Instrumentation/Facilities	138.5M	75M	138.5M
Department of Commerce	NAFEO FY01 Requests	Final Approps	NAFEO FY02 Requests
NOAA Minority University Research Centers	25M	15M	25M
National Aeronautics & Space Administration	NAFEO FY01 Requests	Final Approps	NAFEO FY02 Requests
Minority University Research & Education	60M	55.8M (including $9.9M in earmarks)	75M
Department of Agriculture 1890 Programs	NAFEO FY01 Requests	Final Approps	NAFEO FY02 Requests
Evans-Allen	36.2M	32.676M	36.197M
Smith-Lever	31.7M	28.2M	33M
Facilities Grants	15M	12.2M	16M
Capacity Building Grants	15M	9.5M	15M
Graduate Programs	New Program		10M
Biotechnology	New Program		30M
2501 (Small Farms)	New Program		20M

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TESTIMONY

BEFORE THE

SUBCOMMITTEE ON SELECT EDUCATION

FIELD HEARING ON

"RESPONDING TO THE NEEDS OF HBCUS IN THE 21ST CENTURY"

LANGSTON UNIVERSITY

SUBMITTED BY

ERNEST L. HOLLOWAY

PRESIDENT, LANGSTON UNIVERSITY

ON BEHALF

OF PUBLIC BLACK COLLEGES & THE COUNCIL OF 1890

PRESIDENTS/CHANCELLORS

APRIL 23, 2001

Core Priorities

Historically Black public/land-grant colleges/universities constitute some of the largest and most prestigious Black institutions of higher education. They enroll nearly 80 percent of all students attending four-year HBCUs and play a vital role in the conduct of teaching, research and extension and public service. These institutions have established an enviable track record of serving the underserved and proudly remain the great custodians of access to and opportunity for underrepresented minorities. As models of excellence and opportunity, graduates of these institutions are at the vanguard of America's progress and prosperity. With the dawn of the 21st century, we urge the Congress to come to grips with the reality that education is an investment in democracy, and historically Black public colleges/universities should be, must be a part of that investment. Bold and visionary leadership is essential to achieving this goal. Full democracy will not occur without a commitment from the Congress to dramatically increase:

- ✓ **Inclusion (access and opportunity)**
- ✓ **Innovation (creativity and competence)**
- ✓ **Investment (parity and representation)**

These core values provide the philosophical vision for creating new programs and strengthening existing programs in four critical areas:

Resource Development—limited fiscal resources are hampering and subverting teaching, research and extension and public service programs.

Infrastructure and Technology Development—there is a striking lack of parity in federal and state funding for HBPCUs compared to majority universities.

Institutional Program Development–HBPCUs are facing nearly insurmountable barriers in keeping pace with the demands of new and emerging disciplines—disciplines that are driving the knowledge-based, global economy.

Leadership Development—the condition of African-Americans compels HBPCUs to continue to produce leaders who are committed to radically changing the social and economic equation of opportunity in a global marketplace.

With congressional support and sustained and substantial funding, historically Black public/land-grant colleges/universities will broaden and enhance their capacity to serve as social and economic instruments of the state, the nation and the world.

N. Joyce Payne/nmt
OAPBC/NASULGC

April 20, 2001

Council of 1890 Presidents/Chancellors

The Council of 1890 Presidents/Chancellors was created to support the advancement of Black land-grant colleges/universities. It carries out its mission in cooperation with the Office for the Advancement of Public Black Colleges (OAPBC) of the National Association of State Universities & Land-Grant Colleges (NASULGC) and under the aegis of the Council of 1890 Colleges/Universities, which is one of several NASULGC councils.

NASULGC represents 206 major land-grant and state universities and is the oldest higher education association in the nation. These universities are located in all 50 states, the U.S. territories and the District of Columbia and enroll more than 3 million students and award over a half-million degrees annually, including about one-third of all bachelor's and master's degrees and 60 percent of all U.S. doctoral degrees.

The Council is made-up of presidents/chancellors of 18 Black land-grant institutions (1890s) that are located in 17 states and serve nearly 50 percent of all students enrolled in HBPCUs (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia). In cooperation with OAPBC, the Council represents all 38 historically Black public colleges/universities, including the 1890s and 20 historically Black public institutions (Alabama, District of Columbia, Georgia, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Ohio, Pennsylvania, Texas and Virgin Islands).

Black Land-Grant & Historically Black Public Colleges/Universities

Black land-grant colleges/universities have been a prominent feature of American higher education for more than 135 years. In keeping with their mandate, these institutions are committed to carrying out their tripartite mission of teaching, research and extension and public service, while extending opportunities to underserved and distressed rural populations. Black land-grant universities are committed to "producing graduates who are leaders in and contribute to their communities and the world; and to providing teaching, research and extension and public service through collaborative efforts designed to improve the standard of living and quality of life for all Americans."

Like the 1890s, today the rich legacy of historically Black public colleges/universities remains prominent in American higher education. With substantially limited resources and marginal state support, these institutions find ways to balance competing priorities, while maintaining the integrity of academic programs. Like all institutions, they will continue to make improvements in the quality and productivity of their students, while exploring new ways to contribute to the nation's economic strength and vitality.

U.S. Department of Agriculture: Budget Request FY2002

The Council of 1890 Colleges/Universities requests increased funding for various accounts of the FY02 Agriculture, Rural Development, FDA, and Related Agencies

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OAPBC/NASULGC

April 20, 2001

appropriations bill for the Black Land-Grant Colleges and Universities, including Tuskegee University (1890s) and West Virginia State College.

Overview of Budget Priorities-USDA

In keeping with the 1862 and 1890 Morrill Acts, the tripartite mission of the 18 Black land-grant universities (1890s), including Tuskegee University and West Virginia State College, is to provide teaching, research and extension and public service. The 1890s serve as economic instruments of the state and the nation through a federal-state partnership that links new science and technological developments directly to the needs and interests of the nation. In addition to strengthening a globally competitive agricultural system, the 1890s play a vital role in conducting research and providing technical assistance in environmental sciences; in improving the production and preservation of safe food supplies; in producing a new generation of scientists in mathematics, engineering, biotechnology and food and agricultural sciences and in promoting access to new sources of information to improve conservation of natural resources.

The USDA base funding for research and extension has eroded by 16 percent over the last few years and adversely impacted the ability of 1890s to maintain an optimal level of program activity in advancing their land-grant mission. Unlike 1862 land-grant universities, few of the 1890s receive state matching support for land-grant programs. Congress recently encouraged states to provide a minimum of 30 percent in state support commensurate with USDA formula funds. Only seven states have complied. In addition to formula funding, substantial increases in USDA support for the Capacity Building Program and Facilities Program are critical to the continued development of 1890s as full partners in maintaining a highly competitive food and agricultural economy. Additionally, support is needed to enhance services to socially disadvantaged farmers and for the creation of a new Graduate Program exclusively for 1890s.

The creation of a new endowment program, is a key priority for the 1890 community for FY2002 and beyond. The endowment is not only critical to building highly competitive programs in new and emerging areas of national need, it will place the 1890s in a more strategic position to serve the growing economic needs of rural communities.

All of these initiatives are critical to making a radical change in the quality of life in distressed communities and will contribute significantly to the production of a new generation of talent in underrepresented disciplines in food and agricultural sciences, biotechnology and related professions.

Nature of Request—USDA

1890s Research & Extension--$36.2 & $33 Million. For several years now, the 1890 community has received level funding or marginal increases in formula funds for research and extension. Unfortunately, the President has proposed "level" funding for

FY02 for 1890 base programs. Formula funds constitute the core of 1890 land-grant programs and, thus, a sustained and substantial increase in base funding is critical to maintaining existing programs. For FY02, the 1890s request $36.2 million for research and $33 million for extension. This request includes support for West Virginia State College.

Further, given major inequities in funding for 1862s and 1890s, the 1890s recommend that the funding base for 1890 research (Hatch, Section 1445) and extension (Smith-Lever, Section 1444) be increased to an amount of not less than 25 percent for Hatch funding and 15 percent for Smith-Lever funding.

1890s Capacity Building Grants--$25 Million. The 1890s recommend that the authorization level be increased to $25 million. Although funding for the Capacity Building Program has increased marginally since its creation, it is significantly less than the authorized level of $15 million and significantly less than the required support needed to maintain competitive programs. The President's budget calls for level funding ($9.4 million) for the capacity building program in spite of the history of marginal support. The absence of substantial and sustained support will continue to undermine the ability of 1890s to build the quality and quantity of programs needed to remain competitive in food and agricultural sciences. In addition, the 1890s recommend that the eligible requirement be modified to include extension programs.

1890s Facilities Grants--$25 Million. The facilities program has strengthened the continuity of 1890 programs in food and agricultural sciences and facilitated the integration of services to students, the state and the nation. Thus, we strongly recommend that the authorization level be increased to $25 million (Section 1447) for FY02.

Socially Disadvantaged (2501, Small Farms Initiative)--$10 Million. The survival of Black and disadvantaged farmers must begin with a federal commitment to strengthen the partnership between the 1890s and USDA. Recent Census reports indicate that the majority of America's two million farms are classified as small, with more than 40 percent concentrated in the 17 states with 1890s. Although it is widely recognized that all segments of the agriculture enterprise have an important stake in the economic renewal of small farms, the 1890s have been in the forefront in serving this vital sector of the food and agricultural community. The 1890s request $10 million under the existing 2501 program (Small Farms) exclusively for 1890s.

Graduate Program--$10 Million. Of the many challenges facing the nation today, perhaps none looms larger than the critical shortage of African-Americans and minorities with advanced degrees in the sciences and particularly in food and agricultural sciences, biotechnology and related disciplines. What is sorely needed is recognition of, and attention to, the unequal distribution of federal support to Black land-grant institutions. In spite of an expanding partnership with USDA in promoting inclusion, the 1890s continue to be faced with the challenge of building graduate programs in critically underrepresented disciplines.

N. Joyce Payne/nmt
OAPBC/NASULGC

April 20, 2001

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The Graduate Program would be designed to build and strengthen areas of specialization in food and agricultural sciences, biotechnology and related disciplines—to include:

- Fellowships and assistantships for graduate students
- Summer research and professional development fellowships for graduate students
- Research and professional development assistance for faculty
- Research partnership with national laboratories and industry

Biotechnology–$30 Million.

Given a history of success in working with small farmers, the 1890s are in a strategic position to significantly expand their research and technical assistance programs in biotechnology. In addition, working with Tuskegee University's Center to Promote Biotechnology in International Agriculture, additional support for 1890s will expand their role in identifying and applying agricultural genetic technology applications--crucial to combating hunger, malnutrition and improving the social and economic condition of rural communities. Given the potential of tapping a vast array of private resources in the field of biotechnology, the 1890s recommend a $30 million appropriation for 1890s for FY02.

McIntrye-Stennis (Forestry).

The eligibility requirement for McIntrye-Stennis should be modified to include the 1890s as full partners in strengthening the nation's capacity in forestry and natural resources. Although the 1890s are excluded in existing legislation, it should be noted that several 1890s are located in states with major forestry programs. Eligibility should be expanded with support for new and existing programs at 1890s.

1890 Endowment Initiative–$20 Million.

The creation of a new endowment program is a key priority for the 1890 community for FY02 and beyond. The endowment is not only critical to building highly competitive programs in new and emerging areas of national need, it will place the 1890s in a more strategic position to serve the growing economic needs of rural communities. Increasingly, the ability of 1890s to compete in the global marketplace is inextricably tied to the range and quality of programs and services available at 1890s. Moreover, expanding services to economically distressed populations, particularly in rural communities is a major priority.

State Matching Support—100 Percent.

The 1890s recommend that the state-matching requirement be increased from 50 percent to 100 percent—with an increase of 10 percent per year over a five year period.

N. Joyce Payne/nmt
OAPBC/NASULGC

April 20, 2001

This support can make a major difference in our ability to serve as partners with USDA and the states in food and agricultural production and performance.

U.S. Department of Education–Agency for International Development– National Science Foundation–Department of Health & Human Services– Department of Housing & Urban Development—NOAA/Commerce Department & Other Federal Agencies

Historically Black public colleges/universities create opportunity, add value to society and define scholarship in ways that illuminate the underpinnings of discrimination. HBPCUs educate the masses and enrich the lives of millions of students from all sectors of the social and economic spectrum. With sustained and substantial support, HBPCUs will enhance their capacity to serve as a vital force in the conduct of teaching, research and public service. As public Black colleges/universities bargain for "a more perfect union" in the global arena of the 21st Century and beyond, we need congressional support and increased funding in some of the following areas:

- Student financial assistance, which provides the foundation for the advancement of equal educational opportunity. Federal assistance programs should be refocused on low-income and first-generation students, with emphasis on first and second year students.
- New programs designed to dramatically increase the production of teacher for the nation's public schools, particularly in underrepresented disciplines.
- Graduate programs for "public" Black colleges in Title III, Part B, Section 326 (graduate programs) of the Higher Education Act.
- Programs designed to increase the number of minorities in science, mathematics, engineering and technology (SME&T) and particularly in information technology, biotechnology and food and agricultural sciences.
- New programs in resource development as a foundation for expanding access and opportunity for students, faculty and staff.
- Significantly strengthen infrastructure and technology development.
- Support for institutional program development as a foundation for keeping pace with the demands of new and emerging disciplines.
- Programs in leadership development to increase the production of human capital in a broader range of disciplines.
- Student-centered and research programs administered by NOAA/Commerce should be radically modified to engage public Black colleges/universities. NOAA has a

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dismal record of providing support to HBCUs for the production of African-Americans and minorities in marine and atmospheric sciences.

- Programs designed to improve the quality of housing and health in distressed communities.
- Programs designed to forge new international relationships in Africa, the Caribbean, South America and Third World countries, while building on areas of specialization.

N. Joyce Payne/nmt
OAPBC/NASULGC

April 20, 2001

APPENDIX D -- STATEMENT OF DR. TRUDIE KIBBE REED, PRESIDENT, PHILANDER SMITH COLLEGE, LITTLE ROCK, ARKANSAS

Written Testimony to the House Select Subcommittee on Education:
The Needs of Historically Black Colleges in the 21st Century

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PHILANDER SMITH COLLEGE

Trudie Kibbe Reed, Ed.D.
President

April 23, 2001
Oklahoma City, Oklahoma

Written Testimony of Dr. Trudie Kibbe Reed

Greetings and Salutations

Mr. Chairman and Members of the Committee:

It is my privilege to represent the small, private historically black colleges and universities (HBCUs) and to give testimony to this committee. On behalf of the trustees, faculty, staff, and students of Philander Smith College, I bring you greetings and appreciation for the opportunity to testify today about the opportunities and challenges of our colleges in the new century. This is a most critical time in the history of HBCUs. We believe it is important for you to hear our story, for our issues are not uniquely ours, but are challenges for the entire society: we play a crucial role in serving the common good, as we build the character of young people not reached by other institutions and develop them into global leaders and productive citizens of this nation.

At no time should our HBCU issues be isolated and separated from the basic fabric of America. Because we recognize that diversity enhances democracy, our goal is to produce lifelong learners who are capable of giving back to society, as well as bringing to the table other marginalized citizens from all races and cultures. HBCUs have always reflected diversity in faculty, students, and staff. While the majority of our students are African American, I hope that from my statements you will come to appreciate the special value of HBCUs in redressing social ills that distance many constituencies from adequate education and a more productive life that contributes to the good of all.

A number of statistics indicate the vitally important role HBCUs play in opening the doors of opportunity to marginalized constituencies, and allowing the talents of those groups to be accessible to society as a whole. About 18% of African Americans attending four-year colleges or universities are enrolled in 105 HBCUs; these institutions graduate an estimated 30-40% of all African-American baccalaureate degree recipients. And although Americans are attending college in record numbers at present, the enrollment of

black, Hispanic, and other low-income students from all ethnic backgrounds continues to lag behind that of white and affluent Americans. Census Bureau statistics indicate that only 26% of students aged 18-24 from families with incomes below $25,000 per year enroll in college, in contrast to the 65% of students in the same age group from families with incomes greater than $75,000 annually.

As the President of Philander Smith College, I will speak specifically about our particular institution. But please note that what I say will also have major implications for peer institutions like ours: the small, private, liberal arts colleges with modest endowments and limited resources that are challenged to continue rich legacies of providing quality education to generations of learners and leaders in this great nation. There are many HBCUs similar to Philander Smith College in mission, size, constituents, and their mutual commitment to the liberal arts as the backbone of education and democracy. In telling the story we know best—our unique story—we are also telling a version of stories that many of our sister HBCU institutions might also tell.

As a four-year private liberal arts HBCU with a particular and special mission, we *are* unique. Philander Smith College's uniqueness is, however, a double-edged sword. At the same time that the college has consistently graduated African-American leaders with both regional and national standing, over the course of its history it has struggled against racially entrenched disadvantage among its students and in the financial resources available to it. The economic and social marginalization experienced by African Americans and African-American institutions in a racially inequitable society have resulted in needs at Philander Smith College, some of them quite rudimentary, that have long ago been met in peer institutions of the majority culture.

The primary mission of our college is to provide education for economically challenged individuals, regardless of cultural or racial background. Throughout its history, the college has produced outstanding leaders in many fields: the renowned theologian, Dr. James Cone, distinguished professor at Union

Theological Seminary; Dr. Joycelyn Elders, former Surgeon General; and the late Elijah Pitts, an NFL player, are (to name but a few) among our distinguished graduates. For over 124 years, we have produced a large portion of African-American teachers in the state of Arkansas. Over 90% of our science students who apply are accepted into medical school, with an 80% graduation rate. Our collegiate choir has become world famous for its excellence and creativity, and has performed in venues including the White House. The graduates of our music department have attended our nation's finest graduate schools and become superb musicians and teachers. Over the last eight years, 99% of students in our music department have been accepted into and successfully completed graduate studies at top ten universities—schools that would not have accepted them, even provisionally, as undergraduates. We believe that we serve the whole society by building model citizens for this great nation of ours.

We are proud of our students and our graduates for who they are and what they have done for themselves and our society. Our unique mission is to accept students whom other universities consider incapable of higher education. Despite the liabilities with which they enter our doors, by the time they graduate, these same students are often accepted by prestigious universities around the country. In recognition of what we accomplish with very limited resources, this year we were named one of the "Best Colleges in the Real World" in Michael Viollt's publication of that title—the only college in Arkansas so named, based on criteria of quality of instruction, cost, and convenience.

History of Philander Smith College

A Proud Past

Founded in 1877, Philander Smith College was one of the first institutions west of the Mississippi developed to meet the educational needs of former slaves. From its inception, the college has stressed opportunity and access for those on the margins of society. Over the course of its history, Philander Smith College has committed itself to opening doors to those historically excluded from advantage. Our institution continues to do so today through an admissions policy that permits any student to succeed

based on determination, commitment, and evidence of the potential to succeed with nurturing and active encouragement.

As a charter member of UNCF, Philander Smith College was a premier liberal arts college through the end of the 1960s, when the desegregation movement began to tap many bright students to assist with integration of predominately white institutions of higher education. This development challenged us and many other HBCUs to find ways to continue our mission in new historic circumstances. At this time, our open-door admissions policy became even more significant. Our efforts have clearly borne fruit, as, over the years, including the period after the 1960's, we have consistently educated premier African-American lawyers, doctors, educators, and leaders. And please bear in mind that we accomplish this in spite of a low endowment, low faculty salaries, and inadequate housing for our students.

Student Profile

In any profile of the students Philander Smith College serves, it is important to recognize the socio-economic context that affects the lives of our students. The state of Arkansas ranks last in the nation in the number of its college graduates per capita. Government-commissioned studies of higher education show it to be highly correlated with economic development at the state, county, and individual levels. Lack of economic development in our region negatively impacts the region's educational system. In such a socio-economic context, Philander Smith College has a unique role to play, by increasing the already low graduation rate of minority and low-income students.

Philander Smith College has 950 students (850 FTE). Demographic data indicate that roughly 57% of our students live in the Little Rock area, 27% are from other parts of Arkansas (primarily the Delta), and 15% are residents of other states. The college also hosts approximately three dozen international students. Of our students, 60% are female, 96% are black, and 56.5% are more than 25 years of age. Single mothers also constitute a significant part of the student body profile **(See Exhibit A)**.

Significantly, 99% of our students qualify for financial aid. Most of our students come from seriously disenfranchised backgrounds. Our students are impoverished financially. They come from some of the poorest areas of Arkansas (notably, the Delta) and thus from the poorest regions of our nation.

Long-term systemic poverty at both the family and regional level impoverishes educational systems. Where citizens are poor, there is no tax base to support adequate public schools. Because of deficiencies in public education, too many of our students come to us reading and writing well below grade level, often at or below the eighth-grade level. This is not because they are lazy or slow learners or intellectually inferior in any way; indeed, many of these same students turn out to be gifted above the norm. They simply have not been provided an adequate opportunity to learn. Because they have not had an adequate opportunity, they graduate from high school unable to achieve scores high enough to attain entrance to larger, publicly-funded colleges and universities. For many of our students, we are the one and only educational opportunity they will have.

Unfortunately, that is only the beginning of the challenges our students face. Many are the first in their families to attend college and are often from single-family homes. Some students lack family support. Because our students do not come from or have a sound, stable financial base, they often work in order to help finance their education. While federal programs assist students to seek an education, these do not cover all the necessary expenses, particularly for the crucial freshman and sophomore years. With no parental support, many students drop out of college because they cannot cover their expenses.

Despite these challenges, Philander Smith College has succeeded where others have failed. Every year we take in students who have no other chance, give them a quality education within a caring community, and send them on to professional programs, medical school, and some of our nation's finest graduate schools. We have taken students from public housing projects, ghettoes, gangs, and sharecropper

shacks, and have given them what they need to become doctors, lawyers, professors, and professionals of all stripes.

We feel that our pride in our success stories is justifiable. **Joseph Jones** was a high-school student in California. His guidance counselor declared that he would be dead by age 16, as he had chosen to become a member of a gang. His parents knew about our college and sent him to us. It did not take the faculty long to discover, under the hard-core exterior, a bright, articulate, and gifted young man. During his first year with us, he was on the honor roll. By the time he reached his junior year, he was selected through a very competitive process to conduct research at Stanford University. His research project was published, and he graduated in 2000. Mr. Jones is now pursuing his Doctor of Philosophy degree at Clark Atlanta University.

Robert Plant was known for his great voice in our choir. A quiet, reserved individual, he initially impressed no one as a potential scholar. However, after he entered a national competition with other college students and came in third place, his professors began to note real potential in him. They also saw that he needed prodding, and that is what he got. Professors and administrators insisted that he realize his potential by working harder. Mr. Plant ended up on the honor roll, and has been accepted into the doctoral program in mathematics at Texas Tech University for the fall 2001 term.

When **Clarence Demond Smith** first entered Philander Smith College, he already knew that he wished to major in English. However, he was so concerned about his mastery of the basics that he deliberately enrolled in a remedial course—although he had been told that such was unnecessary. In the spring semester of his senior year, Mr. Smith presented his thesis at a national conference for undergraduate research, and he published the paper prior to submitting it for a grade. Mr. Smith is now pursuing graduate study leading to the doctoral degree in English—with a specialization in Renaissance literature—at Florida State University.

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We and other small HBCUs might tell many success stories similar to these three. Because of what the careful mentoring and one-on-one attention of our professors **(see Exhibit B)** have been able to accomplish with the students we draw, we have gained and retained accreditation from national and regional accrediting agencies that hold us accountable to the same standards as those expected of larger, well-financed, state-supported institutions that enjoy all the resources imaginable. In its most recent review by the National Council for Accreditation of Teachers of Education (NCATE), our college received an A+ rating. We have done an admirable job with the most restricted of means. We have done the nearly impossible with almost nothing. My plea to you today is, please try to imagine what we might accomplish, if we had additional support from the federal government. We commend Congress for increasing the Pell Grant and Title IIIB funds over the years, and urge continued support. We HBCUs, who serve a vulnerable and precious niche of students in our society, continue to need support from the federal government.

Opportunities and Challenges: The College's Role

Private Colleges: Low Tuition, Small Endowments

I would like now to address several specific opportunities and challenges that face Philander Smith College and its HBCU peer institutions. Permit me first to point out the effects of the tuition-driven budgets with which we are forced to work, when other means of support are lacking.

The most recent market value of Philander Smith College's endowment portfolio is $6,990,034. In a state with the highest percentage of impoverished persons in the nation, we serve a disadvantaged clientele.

Since our students can afford to pay only so much of their fees and tuition, we must keep our fee schedule below that of our national peers. The current average tuition for Philander Smith College is $3,624. The national average for all colleges and universities is $7,093. While state-supported universities appear to charge lower fees, their entrance hurdles exclude our students. Their budgets are not based upon tuition and student enrollment, as ours is; they enjoy support from their respective state governments. Since our fees are low and our operating budget is based upon them, our budget, like that of many of our sister institutions, is seriously constrained.

Philander Smith College consequently has an annual budget that is usually less than half that of other schools our size. Our small budget produces several unpleasant consequences: we are seriously under-staffed in many operational areas; our faculty and staff are seriously underpaid; and we are often faced with maintenance backlogs. Needless to say, these consequences negatively impact our important mission of bringing disadvantaged students into the mainstream, where they can contribute to the common good.

Philander Smith College faculty salaries are in the bottom twenty nationally among those of all colleges and universities **(see Exhibit C)**. Two years ago, one of our full professors, tenured and with over thirty years' experience, received only $32,000 per year in salary. The average salary of all our faculty was less than half of the national average.

Even with our low faculty salaries, we attract top-notch, dedicated faculty with a strong commitment to mentoring our students through the hurdles they. This year, Philander Smith College instituted a Distinguished Professor award. The award was given to Dr. William Woods, chair of the Natural Sciences Division. Dr. Woods is among the faculty responsible for our students' high acceptance rate in medical schools. Relying on grant funds he brings in by writing grants in his "spare" time, Dr. Woods regularly

walks students through impressive research projects, the findings of which are then presented in published papers at national science conventions.

Our outstanding professors also include Drs. William and Rosephanye Powell, a husband-and-wife team who direct the distinguished college choir (Dr. William) and chair the Music Department (Dr. Rosephanye). Both compose and publish works that have received national attention. For example, last year, Dr. Rosephanye Powell composed choral ballad *The Promise Lives On*, for the national Sing for the Cure AIDS conference; the ballad was premiered by the Dallas Symphony Orchestra. As African-American scholars and teachers, Drs. Woods and Rosephanye and William Powell provide strong role models for our students, pointing our students to lives in which their talents are appreciated and fully employed.

Despite budget constraints, the administration of our college has worked conscientiously over the last thirteen years to live within a very small, very tight budget, and we have managed to finish the past 12 years "in the black" without incurring significant debts. We have to make hard choices every day just to continue operating, to keep offering hope, to carry on with our goal of saving lives of those with the fewest opportunities and no advantages.

In 1998, the college received a $1 million grant from the United Negro College Fund/Lilly Foundation grant program for faculty development. In 1998, through a curricular revision process, the college infused technology into classroom learning. We quickly added multicultural and international components to the curriculum. Through the UNCF/Lilly endowment for faculty development, attention has been placed on improving the college's academic life by assisting faculty to become better scholars, teachers, mentors, and advisors. The project has various goals, including enabling faculty to present research at conferences and to mentor students to do the same; enhancing our promotion policies, increasing faculty scholarship, and developing an enriched learning environment on the campus. Through the strides we have made with our faculty development grant, the college has been able to release tenure, which had

been frozen in 1988 because of inadequate resources. Yet even with this remarkable assistance, we continue to have the challenge of finding resources to increase salaries so that they will be in line with those of peer institutions.

We proudly boast that our faculty/staff are both role models and esteem builders for students and noteworthy representatives of the college in their public service activities. We see the role of our faculty as an added value as they serve disenfranchised students through counseling and support. One of our greatest challenges is to determine who will replace our committed and gifted faculty when they retire—and replace them at their current level of remuneration for their tireless devotion to the mission of our institution.

Technology

Another challenge revolves around the digital divide with regard to race. While our college has received funding from UNCF, supplemented by resources from Title IIIB, to enable us to remain technologically up-to-date and to compete with state-supported institutions, we continue to find ourselves challenged to build an endowment for technical equipment and infrastructure planning that have long ago been provided for and implemented by state-funded mainstream institutions.

In a period of rapidly expanding technological development, the field of education is being significantly affected at all levels by the introduction of new technological resources into classrooms and libraries, and by students' increasing familiarity with and employment of audiovisual and computer technology in the learning process. Education in the United States is quickly becoming so technology-saturated that any school that seeks to offer its students adequate preparation to become lifelong learners and well-trained employees in the job market cannot afford to overlook technological resources.

Because it recognizes the centrality of technology to education today, Philander Smith College has been very appreciative of the over $1 million in technological equipment provided by its UNCF grant. The

equipment includes items ranging from new cabling to network servers, computers, phone connections, etc. When completed, the process of installing this equipment will bring the college to a new level of competitiveness in the educational use of available technology. One key benefit of this process that has already been implemented is the wiring and networking of all our classrooms, so that instructors and students may utilize smart classroom technology, including Internet access and state-of-the-art software.

What sets Philander Smith College apart from other institutions of higher education is, however, not our increasing reliance on technology, but our continuing unmet needs and the hard choices our tuition-driven budget presents to us . For example, while all full-time faculty have desk-top computers and access to the Internet, the college is still challenged to find resources to provide computers to students.

The preceding story of both our success in attracting funds from a granting agency to address our technological needs and our struggle to face other unmet needs, is mirrored in another recent grant. Last year, the college received a $7.8 million grant to build a state-of-the-art library and technology center from the Donald W. Reynolds Foundation.

This grant will build, furnish, and equip a new two-story, 49,404 square-foot library and technology center. The center will revolutionize our institution's capacity to use technology in the educational process. The new facility will include a computer lab, as well as 118 computers that have Internet access for use by faculty, students, staff, and community guests. The new library and technology center will include a Distance Learning Center with video-conferencing capabilities, as well as expanded customary library services. The new library facility will house a listening laboratory, teacher-education lab, faculty development room, and the college archives.

Note once again, however, that this success story unfolds beside another story of needs that remain unmet. Though we have a building endowment to cover some computer replacement costs, without further assistance, we will also be unable to sustain the evolving technological needs of our campus.

some of which we cannot now even anticipate, given the rapidity of technological development in our society today. Perhaps the premier challenge currently confronting small HBCUs today is the struggle to find adequate resources to sustain technology and hire skilled technicians. Once again, I ask you to consider what we might accomplish in our mission that is so critically important to society as a whole, if we had more support.

Funding Impact for Campus Improvements

As the preceding discussion of the new library and technology center illustrates, necessary improvements at small private liberal arts colleges always impact the college operating budget. The addition of the new library and technology center to Philander Smith College's overall operational budget will add approximately $315,000 (including facility, program, and staff expenses) as an annual increase over the current budget once the new structure is fully phased in at the end of two years. In the first year following the opening of the library and technology center, the estimated cost increase over the current budget will be approximately $586,000, due to a large acquisition of library materials planned for that year.

The total estimated annual increase in physical plant operations due to the new construction of the library is projected at $2,000 for maintenance contracts, $40,000 in maintenance salaries and fringe benefits, and $30,000 in utilities, materials, and routine repairs. These estimates are based on current actual costs to the college to maintain structures of a similar size. The total estimated annual physical plant operation increase is $72,000.

The projection of increased costs for a new science and health mission center that we plan to build using an $8 million grant from the Kendall Foundation has not been completed at this point. The science center is scheduled as the second construction priority of our current master facility plan, and construction of the center will not begin until the library and technology center is nearly completed. The projected beginning construction date for the science building is at the end of 2002 or early in 2003.

At present, additional costs to the annual operating budget from a new science building are projected to be at least a minimum of $315,000. The combined total gross financial impact on the operating budget from the two new facilities, including the staff, faculty, and necessary program expenses, will be an estimated $630,000.

The new library, with its technology center, and the new science building will be invaluable assets to what we can offer the students we serve. They are imperative, if we want to give our students the best that modern pedagogy can afford them. And our students surely *deserve* the best. But erecting new buildings and implementing much-needed new programs puts small HBCUs such as Philander Smith College into a double bind: on the one hand, we cannot fulfill our mission without such innovations; but, on the other hand, how are we to accrue the additional funds we need to maintain new buildings and new programs? We need your support.

Library Holdings

In addition to the physical facility, library holdings at Philander Smith College are well below the national standards for institutions of its size and character. Library resources, in particular, are woefully inadequate. In the present college library, students lack access to primary texts in American, English, and world literature. Holdings in the foreign languages are almost non-existent. In religious studies and philosophy, the library at present has few primary resources. Secondary sources in all these fields are also scanty and very much outdated.

An important step in our journey to overcome the college library's deficiencies occurred in March 2000, when we received word from the Winthrop Rockefeller Charitable Trust that we had been awarded a grant of $2,000,000 to improve the library collection. With this grant and the grant from the Donald W. Reynolds Foundation, we hope soon to have a library that will adequately support our students, faculty, and staff.

We hope to restore our accreditation to an AA+-rating. Entailed in our present goals and objectives are a new African-American Culture collection, and an expanded Archival Center containing documents on the recent history of desegregation (e.g., the Little Rock Nine and the Central High crisis), as well as a new children's collection.

With regard to library holdings, our institution must meet the same standard as that set for larger institutions. To improve our rating with accrediting agencies and to serve our students at the level they deserve, the college is challenged to establish an endowment fund adequate for our needs in the 21st century. In this process, the support of many constituencies, including the government, is vital.

Performance-Based Standards Versus Open Admissions

Philander Smith College supports quality in teacher education programs. We want to graduate only the best teachers for our young people. With new state and federal standards impacting all teacher education programs, Philander Smith College has mandated that all students in our program must pass both Praxis I and II prior to graduation. Concretely, this means that our institution will have a 100% pass rate. This new requirement will drive our institution to recruit students who perform better on standardized tests, while continuing to keep our doors open to those who might have the potential for college work, but who perform poorly on entrance examinations. Though Arkansas is currently experiencing a teacher shortage and Philander Smith College has a proven track record of producing effective African-American teachers, our new, more stringent standards in teacher education may result in our graduating fewer teachers in the next several years.

In this context, it is important to note that, as an open admissions institution, we value assessment and ongoing review of the performance of our academic programs. The strength of Philander Smith College's general education core has recently been confirmed by a three-year linkage study focusing on the college's scores on the Collegiate Assessment of Academic Proficiency test (CAAP). This test is

administered annually to the college's students who will reach junior standing within the following semester. This exam is especially useful in assessing the learning that is taking place in the general education core curriculum of an open-admissions institution

CAAP (developed by ACT) assesses students' level of academic development after they have completed the general education core courses. When CAAP scores are linked with ACT entry scores, a college can gain some measure of how effectively its general education core is increasing students' knowledge base and honing their basic skills in areas including writing and reading, critical thinking, mathematics, and science reasoning.

The linkage study commissioned by Philander Smith College surveys the college's CAAP scores from 1996 to 1999. The study indicates expected and higher than expected levels of achievement on CAAP by the majority of Philander Smith College students at the rising junior level. Because CAAP is a more difficult test than ACT, students who fall into the "expected gains" category have actually improved their knowledge base and skills. When Philander Smith College students' scores on CAAP are compared with their ACT scores, it is apparent that the college's students have made significant improvement on their entry-level scores after two years at Philander Smith College, though the college's CAAP scores remain below the national norm. In the 1996-1999 period, significant percentages of Philander Smith College students scored in the "expected gains" category on CAAP: 78% in mathematics; 72% in reading; 77% in science reasoning; and 67% in writing. A significant percent of our students scored "higher than expected gains": 17% in mathematics; 22% in reading; 19% in science reasoning; and 29% in writing. This level of improvement, most marked in students' reading and writing skills, borders on the miraculous. These data suggest that the college's general educatron offerings are measurably improving students' knowledge base and basic skills.

At the same time that the college recognizes the importance of quantitative assessment measures such as CAAP, we continue to believe that other, qualitative rather than quantitative, standards need to be

applied to our educational "product." Not all that occurs in classrooms of HBCUs such as Philander Smith College can be measured in quantitative terms alone. The success stories I have told in preceding sections of this testimony indicate that We take students who, measured in quantitative terms, would not even be given a chance at other institutions. When those students have been with us for four or more years, their lives have often dramatically changed, and no quantitative measure can fully capture those changes. Our experience, and that of other HBCUs, urges us to call on governing bodies that measure the performance of educational institutions to keep in mind that relying solely on quantitative standards skews the picture of what is occurring at institutions such as ours.

Opportunities and Challenges: The Government's Role

Federal Grants: The National Science Foundation

As noted previously, over 90% of students in our science program who apply to medical school are accepted and 80% successfully complete medical school. However, even with this outstanding record, we face a persistent challenge: despite our record of success, our college has repeatedly been denied funding from the National Science Foundation. Nor is this solely a Philander Smith College problem. Many of my colleagues report that our HBCU peer institutions are also repeatedly not funded by the NSF. The majority of NSF funds are sent to the largest of the major research universities, leaving institutions like Philander Smith College with greater obstacles in bringing educational equality to all citizens of this nation.

As also noted above, with our strong track record of medical school admissions, in April 2000, the college received word that the Kendall Foundation of The United Methodist Board of Global Ministries had awarded it $8 million to build the new science-health missions center and to launch a new program in this field. This is the largest monetary gift ever presented to the college, as well as the largest grant given by the Kendall Foundation in its 42-year history. This gift acknowledges the demonstrated academic excellence of our science department.

The project that the Kendall Foundation has offered to fund will enable Philander Smith College to develop formal relationships with professionals, practitioners, and community leaders in science and health care, involving them in campus activities from which both they and our students will benefit. The mission of our new science center will be to develop students with critical thinking skills, intellectual curiosity, and a desire for lifelong learning that will lead to successful preparation for placement in graduate and professional schools in the sciences.

Not only do we seek, through the new science and health mission center, to provide students and faculty with a first-class science facility: we also want to assist in fulfilling the international need for qualified health care personnel. The objective of the project the Kendall Foundation has funded is to relate the mission of Philander Smith College as a Methodist-affiliated institution to that of the General Board of Global Ministries in its international outreach in service to human need in the field of basic health care.

Such a project is crucially needed to build productive partnerships that will address critical challenges and opportunities regarding health care for African American, low-income, and rural communities, to increase the involvement of these communities in the science and health industries that affect them, and to deepen the level of trust between African Americans and other indigenous populations and the health care providers who influence their well-being.

Through our new science and health mission center, we hope to assist in redressing this imbalance in Arkansas and across our nation. We also hope to bring international students from developing countries to Philander Smith College for basic education and training in the health sciences. With these skills the students can return to their own countries to take part in providing health care solutions for persons in need.

I hope that, having heard our story and our plans for the new science and health mission center, you will ask yourself the question we and our institutions keep asking ourselves: with our great success in the science field, why are we repeatedly turned down by NSF for grants? There seems to be inequity in how NSF funds are distributed. We need your help to redress the imbalance.

Federal Grants: The Department of Health and Human Services

The persistent failure of NSF to fund our science programs has not been our only disappointment in the area of federal funding. We have also experienced the abrupt discontinuation of funding for an effective and much-needed program that successfully serves a vulnerable population. With its unique heritage and cultural base, Philander Smith College is in a prime position to become a noteworthy center of African-American studies in the region. The inauguration of the nation's first minor in Black Family Studies in 1998-1999 placed the college on the track to fulfill that promise. We view the study of the black family as an attempt to instill cultural pride and to frame the importance of the family, as both household and community, as a key ingredient in the value orientation and moral development of youth.

Yet in spite of the fact that Philander Smith College was the first institution of higher learning in the nation to inaugurate a minor in Black Family Studies and to establish a National Center for Black Family Life and Studies, another of our very successful programs in this area, the Family Life Center, which was funded by the Department of Health and Human Services, was abruptly discontinued last year with less than 30 days' notice. When this occurred, we were not given even a tiny portion of the time we had been afforded to institutionalize our efforts to serve parents and at-risk youth; we were not given notice to make necessary provisions to continue this program.

The abrupt loss of funding affected another program that operated in conjunction with the Family Life Center. In addition to the Black Family Studies program, our Brother to Brother program for young African-American males served as a model program for other similar ventures around the nation. The program framed alternatives to violence and drugs among our youth. Grades K-10 were served through

this program. Students were tutored, counseled, and mentored as their parents were engaged in constructive parenting skills classes.

This program almost ended abruptly, as well, when the Department of Health and Human Services precipitously cut funding to the Family Life Center. Fortunately, the college has found the means to continue the Brother to Brother program under other auspices. Nonetheless, the abrupt actions of the government funding agency have had negative impacts on several of our key programs serving populations that very much need assistance. For instance, we have had to scale down our nationally acclaimed model program, the Brother-to-Brother program, as a result.

Federal Grants: Preservation Project Grant - Department of Interior

HBCUs are grateful to the federal government for the funding to preserve our treasured historic buildings. In the fall of 1999, the Department of Interior listed five campus buildings on the National Register. We were recently awarded a $900,000 match gift for the renovation of one of these buildings. However, in spite of this great gift, our college is challenged—with the many other pressing financial needs it faces—to find a match to these funds. HBCUs are requesting that the Department of Interior remove the match requirement due to the many challenges we face in areas of fund raising and capacity building.

The Physical Plant Operations Budget

The current annual budget for building maintenance on most of our HBCU campuses is very limited. Very few buildings have maintenance endowments. Consequently, any new buildings that we build must have endowment funds attached to them. As an HBCU, we appreciate the support from Title IIIB and the increases in funding for our institutions. Such funds are very helpful in building repairs. We urge Congress to continue increases for these programs and endowments.

Reporting Burdens

It is a burden on small HBCUs to meet all the expectations of the federal government with regard to numerous reports, requests for information, and deadlines (i.e., crime reports, Title II reports, etc.). Because of budget constraints that impact small, struggling institutions, the majority of our offices are seriously under-staffed and overwhelmed by such requests. An excessive number of reports creates an additional burden for staff members who are already overwhelmed by multiple responsibilities and time constraints.

Since staff are burdened with preparing reports to several federal agencies, it would be helpful if the government provided the necessary infrastructure to gather data and to eliminate duplication. Indeed, when different federal agencies require the same data, the data could be reported to a single, central agency for dissemination. Virtually all colleges and universities currently submit IPEDS data to the federal government, and this information is readily accessible to all governmental agencies through the Internet and a published document. Therefore, there is no need for multiple reports required by multiple agencies seeking the same information.

Recommendations

The historic and current role of the historically black colleges and universities would benefit from increased Federal financial resources focused on institutional capacity building, especially instrumentation acquisition and infrastructure improvements. Philander Smith College offers the following specific recommendations on its own behalf and on behalf of the United Negro College Fund (UNCF), whose member institutions face similar struggles. We recognize that some of these suggestions affect Federal departments, agencies , and programs outside the jurisdiction of the Committee on Education and the Workforce.

Philander Smith College's Recommendations to the Government on Behalf of HBCUs

1. Increase the Pell Grant maximum award in FY 2002 to $4500 (+$750) in order to ensure that the "unmet need" of low-income students is fully met and that borrowing for first- and second-year students is substantially reduced. We believe a "Super Pell" grant should be available to such students, if they demonstrate above-average academic achievement by finishing in the top 10% of their high school or freshman class, in the amount of at least $1000.

We also support increased funding for the campus-based student aid programs:

Federal Supplemental Education Opportunity Grants--$791 million

Federal Work Study--$1.05 billion

Federal Perkins Loans--$140 million (new loans)

$90 million (FCC)

Leveraging Education Assistance Partnership (LEAP)--$100 million

2. Due to the current limits on Direct Loans to Freshman Students, they are not able to cover full tuition, fees, books, and dormitory expenses, even if they receive maximum Pell Grant and work study. A great number of these students have an expected family contribution of $0, and are left owing money when they are unable to return to HBCU colleges [1]. This factor creates a major retention problem.

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[1]Under current guidelines for Direct Loans to Freshman Students, freshmen receive $2,625 per year; for seniors, the amount is $5,500.

3. In order to improve college preparation and academic persistence for more lower-income, first-generation students, funding for the TRIO Programs (including the College Completion Challenge Grant Program) should be increased by $100 million to $800 million in FY 2002.

4. Funding for the Title IIIB, sections 323 and 326, HBCU graduate and professional schools, should be increased by $20 million for the undergraduate program (section 323) and for graduate and professional schools (section 326).

5. We also believe that funding for the Title IIIC Challenge Endowment Grant should be restored in order to assist institutions like Philander Smith and other HBCUs build a financial hedge for future success. UNCF recommends $100 million.

6. Congress should assess the impact that unfunded legislative mandates have on HBCUs and other smaller institutions. Additionally, Congress should examine how the proliferation of regulations imposes administrative burdens and costs on these institutions.

7. As it pertains to minority teacher training, federal funding should be provided for scholarships for the final two years of academic study (three years for five-year programs), and for the establishment of HBCU regional teaching centers of excellence: (1) to conduct research on teacher preparation programs, high quality professional development programs, and integrating technology in classrooms, (2) to strengthen the instructional skills and subject-matter mastery of all graduates, and train teachers in the use of technology in instruction, (3) to develop model professional development programs, and (4) to enhance the practical skills of pre-school, elementary, and secondary teachers, and principals in urban and rural schools with high concentrations of low-income students.

8. Philander Smith supports enactment of the Digital Network Technology Act, introduced in the House and the Senate to enhance the technology infrastructure, networking capacity, and faculty use of

technology in the instructional process at minority institutions. We applaud the bill's provisions, which will assist the HBCUs in overcoming the "digital divide." The provision waiving the matching requirement for those institutions with an endowment of less than $50 million should be particularly helpful to HBCUs.

9. Amend the National Historic Preservation Act to establish an HBCU Preservation Program to fund 16-20 institutions annually, with "need" defined in terms of threat to preservation as the pre-eminent factor in awarding HBCU funding. An external assessment of all potential HBCU historic sites will be conducted to determine the relative need of each site for preservation. The Secretary of the Interior would have the authority to issue a matching funds "waiver" as deemed appropriate.

In Conclusion

The purpose of this overview of the challenges and opportunities facing small HBCUs has been to point out the challenges our institutions face, as well as the significant progress we have made, under conditions requiring us to struggle constantly to provide a quality education for a population not well-served by other institutions. I hope that, after hearing my testimony, you have gathered that our educational process is value-added and that we assist students to overcome challenges as they fast-forward their educational careers.

At Philander Smith College, we serve but a few hundred students a year. Yet there are hundreds of thousands of young men and women just like our students: bright, talented, and capable who have been prevented from realizing their full potential.

As one institution, Philander Smith College strives to meet these challenges. We have achieved some success, we have won some struggles, and we have forever changed the lives of some fine young people.

But we also recognize that there are many more who could be saved if we only had sufficient resources. As long as we continue to see students in need, while recognizing that we cannot meet every need that comes to us with the limited resources at our disposal, we cannot count ourselves truly successful

EXHIBITS

A. Student Profile:

Philander Smith College has a total enrollment of 932 students, or 850 Full-Time Equivalents. Demographic data indicates that 57% of our students live in the Pulaski County area, 27% are from other parts of Arkansas (primarily the Arkansas Delta) and 15% are residents of other states. PSC also hosts approximately three dozen international students.

PSC records show 60% of the students are female, 96% are Black, and 56.5% are more than 25 years of age. Single mothers also constitute a significant part of the student body profile.

B. Faculty Profile:

- Twenty-one percent of teaching faculty are tenured.[1]
- Sixty-four percent of our full-time faculty hold terminal degrees (Ph.D. or equivalent)
- We anticipate no retirements within the next five years.

Statistical Summary

Full-Time	49	54%	Degree	#	%		#	%
Part-Time	41	44%	B.S.	1	1%	M.Div.	1	1%
Female	43	48%	D.M.A.	1	1%	M.S.	8	16%
Male	47	52%	D.S.W.	1	1%	M.S.Ed.	9	18%
Ethnicity	Fm	Ml	Ed.D.	7	8%	M.S.W.	2	4%
African		6	J.D.	1	1%	Ph.D.	30	61%
Afro-Amer	30	34	M.A.	22	24%	Th.D.	2	4%
Caucasian	16	12	M.B.A.	5	10%			
Hispanic	1							
Other/mix		1						

[1]Tenure was frozen by action of the Board of Trustees in 1993. This action was reversed in 1999. The first cohort of faculty up for tenure is currently under consideration and review.

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C. Faculty Salaries:

"Average faculty salaries at [UNCF] member institutions lag behind average faculty salaries at other similar private institutions across the nation. [The table below] shows that full professors at member institutions receive an average salary of $45,479. In comparison, full professors at all private four-year institutions receive an average salary of $64,770, a difference of 30% or $19,291. [UNCF] associate professors, assistant professors and instructors also receive on average a lower salary than their colleagues at 4-year private institutions. [UNCF] associate professors earn 24% less than associate professors at all four-year comprehensive institutions. Salaries for assistant professors ($34,295) and instructors ($29,024) were on average 19% and 10% less than their counterparts at other similar four-year institutions."

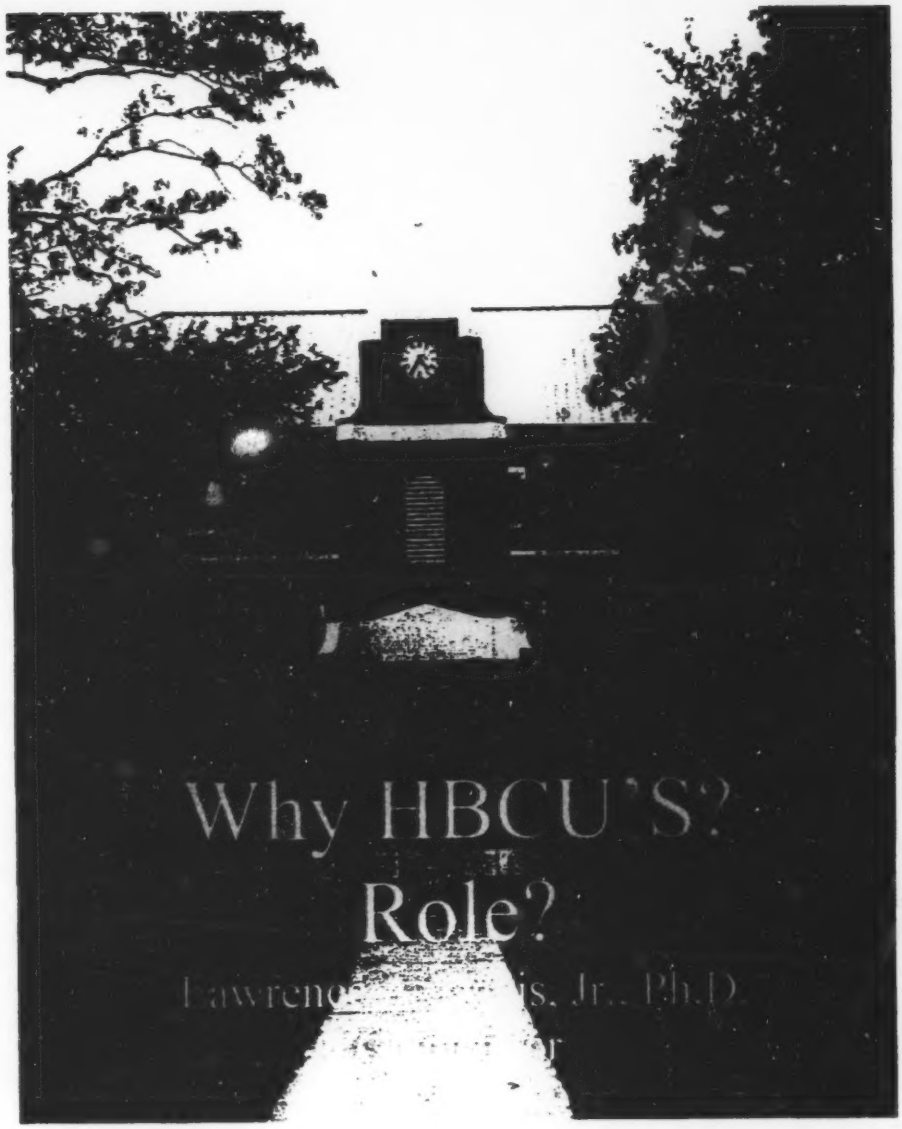
Average Salaries for Faculty at Private Four-Year Comprehensive and Liberal Arts Institutions and College Fund Institutions by Academic Rank[1]

	All Private Four-Year Comprehensive Institutions	UNCF Institutions
Academic Rank	Salary	Salary
Full Professor	$64,770	$45,479
Associate Professor	$51,394	$38,839
Assistant Professor	$42,131	$34,295
Instructor	$32,349	$29,024

[1]From "The College Fund/UNCF Statistical Report 1999"; Tazewell V. Hurst III, Frederick D. Patterson Research Institute of the College Fund/UNCF

APPENDIX E -- WRITTEN STATEMENT OF DR. LAWRENCE A. DAVIS, JR., CHANCELLOR, UNIVERSITY OF ARKANSAS AT PINE BLUFF, PINE BLUFF, ARKANSAS

UNIVERSITY OF ARKANSAS AT PINE BLUFF



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WHY HBCU'S?

ROLE?

Brandeis, Brigham Young, Notre Dame, West Point and Yeshiva: What is their role? Are these institutions really needed? Relative to HBCU's, I cannot recall this question being asked during the years of separate but equal. What is inherently bad about an institution that is predominantly Catholic, Jewish or African American so long as it is open to all? It is only now after other institutions have been blessed with resources which were denied to HBCU's for over a hundred years that their role is in question.

The institution which I represent is the University of Arkansas at Pine Bluff (UAPB); formerly, Agricultural, Mechanical and Normal (A.M.&N.) College; formerly Branch Normal College of Arkansas Industrial University, now University of Arkansas at Fayetteville (UAF). We were founded as Branch Normal College in 1873 to provide education for the poorer classes of people. The sole purpose as a normal school was to prepare teachers for the then thirsty for knowledge newly freed slaves and their descendants. The initial mission dictated that the institution develop parallel curricula programs to those at Fayetteville. As the second oldest public institution of higher education in Arkansas, it is readily apparent that this objective was never attained. Indeed as other institutions were created in subsequent years, UAPB, A.M.&N. or Branch Normal, for the most part, was neglected. The type of physical plant and

curricula which existed at the institution provided irrefutable evidence of an unequal allocation of resources.

In 1928, Branch Normal became A.M.&N. College, a designation which expanded a teacher preparation institution into one with a Land-Grant mission, a mission which is only now being acknowledged by the state and that as a result of federal mandates. UAPB receives $1.2 million of match from the state for its Land-Grant programs whereas UAF (also a Land-Grant institution) receives several million dollars. Concomitantly, A.M.&N. was denied an ROTC unit as prescribed by law until the social revolution of the 1960's. This denial was predicated on the fear of Caucasians that African Americans receiving warfare training would be a threat to the Status Quo. Also, the denial of necessary resources precluded the development of graduate programs and professional offerings. In 1973 after A.M.&N. College became the University of Arkansas at Pine Bluff, the institution continued to be an after-thought. But in the 1990's with new leadership at the University System level, UAPB began to progress; tremendous change is currently in process. A three-phase master plan of development has been implemented to address past neglect. However, the current economy has arrested the completion of even Phase I.

UAPB's contemporary role is to provide educational opportunities for its traditional clientele and to simultaneously serve a broader population. The productivity of UAPB, in terms of human capital over the years, considering the magnitude of

investment, defines it as a "Blue Chip" institution. Its role is encapsulated by the following rubrics.

LEADERSHIP DEVELOPMENT

It has and must continue to train leadership for the nation in general and for African America specifically. Appendix I provides examples of its products. Other institutions prepare African Americans leadership but it is carried out in an atmosphere of diminished self-awareness and reinforcement. It should be noted that the leaders of the social revolution of the 1960's were students or graduates of HBCU's.

ACCESS

Although nearly all institutions publicly espouse the desire for a diverse faculty and student body, the statistics contradict this aspiration. In the state of Arkansas over the past three years UAPB has graduated appropriately 40% of all African Americans receiving baccalaureate degrees from state institutions. Obviously, UAPB which only enrolls approximately 25% of all African Americans pursuing baccalaureate degrees plays an essential role. (See Appendix II). Further, despite not having a monopoly on African American talent, we yet take less of the cream and churn out most of the butter. It is also significant to note that the African American graduates of TWI's in Arkansas are concentrated in less competitive career paths. Further, as colleges and universities increase emphasis on questionable admission criteria and retreat from affirmative action, it is imperative that African Americans have HBCU's as an alternative access path to higher education and to careers in which they are not well represented. In the

year 2000, an African American female graduate of UAPB earned a Ph.D. in Physics. Another graduate was promoted to rank of Colonel. UAPB's graduation rate yet exceeds the combined African American production of all other state institutions in Arkansas.

QUALITY EDUCATION

HBCU's, as is tradition, provide a quality education with a personal touch. This implies that individuals who yet lack the intellectual and emotional maturity to compete in the impersonal environment of the larger institutions are exposed to mentors who intervene even into the personal lives of the students to motivate them toward the realization of their potential. UAPB continues to serve many students who are the first of their families to attend college. Also, students are exposed to individuals in positions of authority who can identify with them from a common background. In many of the larger institutions, there are yet professors who cannot envision African Americans as attorneys, physicians, and university professors. For example, in this year five African Americans, all graduates of UAPB, will graduate from the University of Arkansas Medical School. No other institution in Arkansas can equal this number. Ariston Jacks, art major is, is one of three finalists of 9000 entries for design of the Arkansas quarter. Many graduates of UAPB testify to the poor educational backgrounds from which they came only to be nurtured by us and, consequently, allowed to achieve success. These individuals are leaders and serving in communities

which include such cities as New York, Los Angeles, Detroit, Dallas, Kansas City and Chicago: Danny Davis (Congressman from Illinois), Darwin Davis (retired as Vice President of Equitable Life), Samuel Kountz (helped develop the technology for kidney transplants), Charlie Nelms (who served as President of colleges in Indiana and Michigan), Gloria Anderson, Ph.D. (Chemistry degree earned from the University of Chicago), Dennis Davenport (Ph.D. in Mathematics from Howard University), also Ulysses Hunter (Ph.D. in Mathematics from Perdue University). The examples are extensive (See Appendix III).

CULTURAL PRESERVATION

The HBCU's, because of isolation over the years, have developed a unique culture that revolves around such traditions as homecoming and football classics. These have special significance for our entire race of people and have great value as a part of the total American fabric. A cursory scan of the attendees at athletic contests, those of TWI's and those of HBCU's, speaks clearly to the importance of these events to African Americans. HBCU's yet remain as an alternate path to professional athletics. The contribution of HBCU's to the professional athletic squads, even in a time when a majority of the better African American athletes are attending TWI's is a convincing testimony. UAPB had four players drafted by the NFL in 1999, a number which surpassed many of the major Division I institutions.

PRODUCTION OF TEACHERS

In Arkansas, UAPB continues to be the major producer of African Americans for

the teacher pool. Our production equals or exceeds the production of the other nine state four-year institutions in Arkansas. For example, in the year 1999, UAPB graduated 27 African American Teachers (all of whom had passed the certification examinations) compared to 17 by the next highest institution. This responsibility will continue to be a priority for HBCU's.

NATIONAL CONSCIENCE

So long as HBCU's continue to produce African American graduates, other institutions will be discouraged from ignoring this talent pool. It is ironic that the same institutions which are able to fill their athletic squads with African Americans find it difficult to realize this same success in the academic arena. It is also revealing that a disproportionate number of African Americans who enter TWI's do not graduate. Especially, is the graduation rate of African American athletes a deplorable statistic.

DIVERSITY MODEL

HBCU'S generally have a more diverse faculty than TWI's. In our own institution, the faculty roster is international. In general we have been more receptive to diversity than many other institutions. This diversity enables our students to be exposed to the world as it actually exists. Thus, they are better prepared to adapt to the greater world after graduation. It should be noted that this diversity includes within group assimilation. Students from Chicago, Dallas, etc. join students from the agrarian communities of Arkansas. Also, UAPB enjoys over one hundred partnerships which include other universities, local school districts, businesses, community organizations,

large companies and government agencies (See Appendix IV).

ECONOMIC ENGINE

UAPB infuses the local economy at a level of $50 million per year. As with TWI's, the HBCU's bring culture and intellectual stimulants to the community which would not be present otherwise. However, the past social environment has precluded the community from embracing UAPB and our potential is not fully exploited.

CONCLUSION

For the foreseeable future, HBCU's will be compelled to continue to be a major developer of the African American talent pool as they simultaneously provide opportunities for others. The contribution of HBCU's to America is phenomenal, especially when one considers how limited their support has been. It would appear that if this nation is serious about equal opportunity for all it would invest in HBCU's as it invested in the NSF in the 1960's. Our underdeveloped physical plants, our limited financial resources, and, in general, benign neglect have restricted our capacity to do more. It is frightening to think what UAPB would be like were it not for Title III, student aid and other federal assistance provided over the years. Also, over the years, because of Title III support, several of our faculty have earned terminal degrees and served higher education in an exemplary manner.

HBCU's must be empowered to do more. Resources are needed to develop additional baccalaureate and graduate programs. Capacity building support to enable us to participate fully in the enterprise of education is also needed. Empowerment includes resources to develop and maintain adequate physical plants; resources to purchase and maintain equipment; the ability to procure technology and remain

competitive; the development of meaningful partnerships with governmental agencies to provide opportunities for students and faculty to engage in educational activities and research programs; increased student aid to assist students in meeting the ever increasing cost of higher education. These objectives can be achieved through additional Title III support and that of other federal programs. At UAPB, we subscribe to the development of a ***"NO EXCUSE UNIVERSITY"***. If we are supported, we will compete without special considerations. We will increase the number of African Americans as well as others who contribute to the continued vitality of our nation.

APPENDIX F -- WRITTEN STATEMENT OF DR. JOSEPH SIMMONS, EXECUTIVE VICE PRESIDENT, LINCOLN UNIVERSITY, JEFFERSON CITY, MISSOURI

RESPONDING TO THE NEEDS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN THE 21st CENTURY
LINCOLN UNIVERSITY
JEFFERSON CITY, MISSOURI

Joe L. Simmons, Ph. D.
Executive Vice President

Lincoln University is an 1890 land-grant, comprehensive institution that is part of Missouri state system of higher education. Founded in 1866 through the cooperative efforts of the enlisted men and officers of the 62nd and 65th Colored Infantries. Lincoln University was designated to meet the educational and social needs of freed African-Americans. While remaining committed to this purpose, the University has expanded its historical mission to embrace the needs of a significantly broader population reflecting varied social, economic, educational and cultural backgrounds. This is the unique purpose that Lincoln University fulfills in higher education.

The core mission of Lincoln University is to provide excellent educational opportunities for a diverse student population in the context of an open enrollment institution. The University provides student-centered learning in a nurturing environment, integrating teaching, research and service. Lincoln University offers relevant, high quality undergraduate and select graduate programs that prepare students for careers and lifelong learning. These programs are grounded in the liberal arts and sciences and focused on public service professions that meet the academic and professional needs of its historical and state-wide student clientele.

I attended two HBCUs, Johnson C. Smith University and Hampton University and therefore, I feel that I have first-hand knowledge and experience that will allow me to address the importance and the value of HBCUs. HBCUs have taken students where they found them academically, socially and economically and educated them. They are now productive citizens. They have demonstrated their caring for students in a nurturing environment. They have always had high expectations and demanded the same. HBCUs have personally exposed me to some of the most intellectual stimulating professors in the country who also happened to have been African-American.

In addition to having received two degrees from HBCUs, I have worked for more than 32 years at an HBCU. With an enrollment of 3,347, students and approximately 35,000 credit hours generated, Lincoln University, Jefferson City, Missouri, serves a very diverse student population. The African-American population is 33.5% and the Non-African-American population is 66.5%. As an open enrollment institution, Lincoln University attracts students with ACT scores in the low double digits to the upper twenties. The average ACT score is 18. Of the above number, 2,743 students are from Missouri and 160 students are international. The largest international representations are from Tanzania, Malawi and Jamaica. The students from Missouri come from inner cities, i.e., St. Louis, Kansas City and rural Missouri.

Lincoln University, once known as the "Harvard of the mid-west" was featured in a 1954 Edition of *Ebony Magazine* as "The Institution Too Good To Die." Lincoln continues to provide high quality programs with outstanding faculty and staff members.

Lincoln University continues to graduate a substantial number of first generation of African-American students. Of the 451 associate, baccalaureate and graduate degrees awarded in 1999-2000 academic year, 109 were awarded to African Americans. While that number may seem low, that represents a number of students who needed a chance to be successful. That is what Lincoln University and other HBCUs have done successfully for years. They have served and educated many individuals who were not admitted elsewhere. Many of those graduates are now some of our leading doctors, lawyers, teachers, nurses, athletes, scientists, politicians and community leaders.

Being designated as an 1890 land-grant Institution, Lincoln University continues to reach out to the inner cities of Missouri and the southeast region of the state often referred to as the bootheel of Missouri. Citizens of the above areas often find that they are in need of assistance with issues related to farming, health care, financial planning, educational needs, family planning and family care.

Lincoln University serves as a valuable resource in the City of Jefferson by providing student interns to business, industry and government. Faculty members are often called upon to share their expertise in their specific areas. Lincoln University serves as a

cultural center for the community. Some of the most recent events have included the Jefferson City Symphony Orchestra, The Blind Boys of Alabama, The Daddy Mack Blues Band, The St. Louis Repertory Company, The Minnesota Ballet and The Go For Baroque Chamber Music Orchestra. In additions, there are performances by the Lincoln University Concert Choir, the Concert Band and the Lincoln University Dance Troupe.

Let me now elaborate on some resource needs of the University so that you may gain a greater understanding of those needs.

I recommend continuing lobbying in Washington, D.C. for stronger support to higher education and more specifically to HBCUs.

It is imperative that title IV Funding (financial aid) continues or exceed the current funding level. Approximately 50% of our total student body receive some kind of financial assistance. Without Title IV funding, many of our students could not attend college. Too often, those individuals who need assistance and are also under represented in higher education are the first ones to be affected by decisions made at the federal level.

It is imperative that those federal initiatives that support the funding for the renovation of buildings especially historical building on campuses continue. Lincoln University has been successful in getting some federal dollars for what we refer to the Anthony Hall and

the Bennett Hall Projects. These are two residence hall that area on the Historical Register. With federal funding, the two residence halls will be preserved, and reopened as residence halls. They have been closed for almost two decades.

As an 1890 land-grant institution, Lincoln University must continue to receive the necessary federal dollars if that part of the Mission is to be realized. Federal dollars have been of great value to rural Missouri, inner city Missouri, the elderly and to youth groups. Meaningful research has been conducted that not only provides a better quality of life for Missourians but the nation and the world. Lincoln University has research projects in some of the third world countries.

I would recommend that those issues that directly affect the very existence of HBCUs be placed in a committee for review and recommendations and that such a committee would consist of primarily current presidents or CEOs of HBCUs.

High priority for HBCUs must be a top priority of the federal government and the value to these institutions must not be diminished in any way.

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